

CAMBRIDGE

English in Mind

Second edition

Teacher's Resource Book 3

Brian Hart with
Mario Rinvoluceri,
Herbert Puchta
& Jeff Stranks

CAMBRIDGE UNIVERSITY PRESS

Cambridge, New York, Melbourne, Madrid, Cape Town,
Singapore, São Paulo, Delhi, Mexico City

Cambridge University Press

The Edinburgh Building, Cambridge CB2 8RU, UK

www.cambridge.org

Information on this title: www.cambridge.org/9780521133760

© Cambridge University Press 2010

It is normally necessary for written permission for copying to be obtained *in advance* from a publisher. The worksheets, roleplay cards, tests and tapescripts at the back of this book are designed to be copied and distributed in class. The normal requirements are waived here and it is not necessary to write to Cambridge University Press for permission for an individual teacher to make copies for use within his or her own classroom. Only those pages which carry the wording

PHOTOCOPIABLE © Cambridge University Press' may be copied.

First published 2004

Second edition 2010

4th printing 2013

Printed in the United Kingdom by Short Run Press, Exeter

A catalogue record for this publication is available from the British Library

ISBN 978-0-521-13376-0 Teacher's Resource Book

ISBN 978-0-521-15948-7 Student's Book with DVD-ROM

ISBN 978-0-521-18560-8 Workbook

ISBN 978-0-521-18337-6 Audio CDs (3)

ISBN 978-0-521-18562-2 Testmaker Audio CD/CD-ROM

ISBN 978-0-521-15586-1 DVD (PAL)

ISBN 978-0-521-17241-7 DVD (NTSC)

ISBN 978-0-521-17483-1 Classware DVD-ROM

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel, timetables and other factual information in this work is correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.

Contents

Map of Student's Book	4
Introduction	6
Teacher's notes and keys	
Welcome section	10
1 Communication	15
2 A true friend	23
Check your progress	29
3 A working life	31
4 Live forever!	40
Check your progress	45
5 Reality TV	47
6 Survival	54
Check your progress	60
7 Good and evil	62
8 Be honest	70
Check your progress	76
9 The truth is out there!	78
10 Mysterious places	86
Check your progress	92
11 Love	94
12 Regret	102
Check your progress	107
13 Hope and fears	109
14 Happiness	117
Check your progress	123
Pronunciation	125
Get it right! key	129
Projects	130
Workbook key	133
Entry Test	146
Entry Test key	156
Teaching notes for communication activities and grammar practice	158
Communication and grammar 1–14	167
Acknowledgements	195

Unit	Grammar	Vocabulary	Pronunciation
1 Communication	Past simple vs. present perfect simple	Body language <i>say and tell</i> Vocabulary bank: collocations with <i>talk</i> and <i>speak</i>	Sentence stress
2 A true friend	Past simple vs. past continuous review Time conjunctions: <i>as / then / as soon as</i> Past simple vs. past perfect simple	Friends and enemies Everyday English Vocabulary bank: friends	Linking sounds
CHECK YOUR PROGRESS			
3 A working life	Present perfect simple vs. continuous review <i>had better / should / ought to</i>	Fields of work Jobs and work	/ɔ:/ short
4 Live forever!	Future predictions First conditional review; <i>if</i> and <i>unless</i>	Time conjunctions: <i>if/unless/when/until/ as soon as</i> Verbs with prepositions Vocabulary bank: verb + preposition combinations: <i>with/for/about</i>	Prepositions
CHECK YOUR PROGRESS			
5 Reality TV	<i>make / let / be allowed to</i> Modal verbs of obligation, prohibition and permission	Television Extreme adjectives and modifiers Vocabulary bank: extreme adjectives	/aʊ/ <i>allowed</i>
6 Survival	Present passive and past passive review Present perfect passive Future passive Causative <i>have</i> (<i>have something done</i>)	<i>make and do</i> Everyday English Vocabulary bank: expressions with <i>make</i>	Stress pattern in <i>have something done</i>
CHECK YOUR PROGRESS			
7 Good and evil	Gerunds and infinitives	Noun suffixes Vocabulary bank: noun suffixes: <i>-ity/-ment/-ness/-ion/-ation</i>	Word stress
8 Be honest!	Second conditional review <i>I wish / If only</i> for present situations	Crimes Crime verbs Vocabulary bank: crime	<i>I wish ... and If only ...</i>
CHECK YOUR PROGRESS			
9 The truth is out there!	Linkers of contrast: <i>however / although / even though / in spite of / despite</i> Modal verbs of deduction (present)	Problems Vocabulary bank: problems	/əʊ/ <i>though</i>
10 Mysterious places	Modal verbs of deduction (past) Indirect questions	Phrasal verbs Everyday English Vocabulary bank: phrasal verbs: <i>up/into/down</i>	<i>have in must have / might have / can't have / couldn't have</i>
CHECK YOUR PROGRESS			
11 Love	Reported speech review Reported questions Reporting verbs	Appearance Personality Relationships	Intonation in reported questions
12 Regret	Third conditional <i>I wish / If only</i> for past situations <i>should / shouldn't have</i> (<i>done</i>)	Anger Vocabulary bank: anger	<i>should / shouldn't have</i>
CHECK YOUR PROGRESS			
13 Hopes and fears	Non-defining relative clauses Defining vs. non-defining relative clauses Definite, indefinite and zero article	Adjectives with prefixes Phrasal verbs with <i>through</i> Vocabulary bank: adjectives with negative prefixes	Pausing in non-defining relative clauses
14 Happiness	<i>be used to</i> Phrasal verbs	Expressions with <i>feel</i> Everyday English Vocabulary bank: expressions with <i>feel</i>	Stress in phrasal verbs
CHECK YOUR PROGRESS			

C Present perfect simple with *for* and *since*; comparatives and superlatives; British English vs. American English; homes

D *used to*; *mustn't* vs. *don't have to*; information technology; noun suffixes

Speaking & Functions	Listening	Reading	Writing
Talking about impressive things you have done Using body language Using expressions with <i>say</i> and <i>tell</i> Discussing animal communication	A text about methods of communication A discussion about body language	Article: Talking without speaking Culture in Mind: Talk to the animals	A composition about a person you have known for a long time
Predicting and retelling a story Discussing loyalty Last but not least: discussing meeting new people and making friends	A student retelling the story of Gelert	Story: Gelert: The faithful dog Quiz: Are you a loyal friend? Photostory: What friends are for	A story about two people meeting
Conversations with <i>How long ...?</i> Giving advice Job interview roleplay	A conversation about a job interview A job interview	Teenagers' blog comments about work Fiction in Mind: <i>The Book of Thoughts</i>	A letter of application
Talking about what makes people live longer Discussing stressful situations Last but not least: discussing future predictions	A radio show about longevity Song: <i>Live forever</i>	Article: Who wants to live forever?	A composition about the future
Talking about reality TV and fame Talking about rules at home Describing films, holidays, books and websites	A radio show about fame	Article: Ever fancied being on TV? Culture in Mind: Social networks	A report about a class survey
Talking about what will happen in the future Last but not least: discussing proposals to changes in your town	A presentation about changes in a town	Article: Bees dying for a phone call? Photostory: It's not really a choice	A formal letter to a newspaper
Finding out how well you know your partner Talking about computer games	An interview about someone's favourite computer game	Summaries of famous English novels Fiction in Mind: <i>The Water of Wanting</i>	A composition about the advantages and disadvantages of a chosen topic
Talking about telling lies Talking about unlikely situations Talking about things you wish you could change Last but not least: discussing what you would do in different situations	Two people talking about lies they told A radio show about teenage crime Song: <i>I wish</i>	Questionnaire: Are you an honest person? A text about a band	A blog comment about teenage crime
Comparing two versions of the same story Talking about conspiracy theories A class debate about strange creatures	A radio show about the Loch Ness Monster	A story about a UFO Culture in Mind: Do they exist?	A story about a conspiracy theory
Discussing photographs of mysterious places Asking indirect questions Last but not least: telling a story	An interview about a mysterious place	Article: Mysterious Stones Photostory: What do they do in there?	A story
Describing different people in your family	A woman talking about her favourite film	Story: A Service of love Fiction in Mind: <i>Two lives</i>	A composition about a person who has taught you something important
Talking about a song Last but not least: talking about mistaken identity	People talking about what they regret about their schooldays Song: <i>No regrets</i>	A blog giving advice	A story about a time when you got angry
Talking about hopes and fears	A report about teenagers' worries and fears People talking about their hopes and fears	Article: What are you afraid of? Culture in Mind: ghost stories	A film review
Discussing happiness Last but not least: a survey about happiness	A street survey about happiness	An article about the world's happiest country Photostory: A tough decision	A poem about a perfect day

Introduction

'If you can teach teenagers, you can teach anyone.' Michael Grinder

Teaching teenagers is an interesting and challenging task. A group of adolescents can be highly motivated, cooperative and fun to teach on one day, and the next day the whole group or individual students might turn out to be truly 'difficult' – the teacher might, for example, be faced with discipline problems, disruptive or provocative behaviour, a lack of motivation, or unwillingness on the students' part to do homework assigned to them.

The roots of these problems frequently lie in the fact that adolescents are going through a period of significant changes in their lives. The key challenge in the transition period between being a child and becoming an adult is the adolescent's struggle for identity – a process that requires the development of a distinct sense of who they are. A consequence of this process is that adolescents can feel threatened, and at the same time experience overwhelming emotions. They frequently try to compensate for the perceived threats with extremely rude behaviour, and try to 'hide' their emotions behind a wall of extreme outward conformity. The more individual students manage to look, talk, act and behave like the other members of their peer group, the less threatened and insecure they feel.

Insights into the causes underlying the problems might help us to understand better the complex situation our students are in. However, such insights do not automatically lead to more success in teaching. We need to react to the challenges in a professional way¹. This includes the need to:

- select content and organise the students' learning according to their psychological needs;
- create a positive learning atmosphere;
- cater for differences in students' learning styles and intelligence(s), and facilitate the development of our students' study skills.

English in Mind second edition has been written taking all these points into account. They have significantly influenced the choice of texts, artwork and design, the structure of the units, the typology of exercises, and the means by which students' study skills are facilitated and extended.

The importance of the content for success

There are a number of reasons why the choice of the right content has a crucial influence over success or failure in the teaching of adolescents. Teachers frequently observe that teenagers are reluctant to 'talk about themselves'. This has to do with the adolescent's need for psychological security. Consequently, the 'further away' from their own world the content of the teaching is, the more motivating and stimulating it will be for the students. The preference for psychologically

remote content goes hand in hand with a fascination with extremes and realistic details. Furthermore, students love identifying with heroes and heroines, because these idols are perceived to embody the qualities needed in order to survive in a threatening world: qualities such as courage, genius, creativity and love. In the foreign language class, students can become fascinated with stories about heroes and heroines to which they can ascribe such qualities. *English in Mind* treats students as young adults, offering them a range of interesting topics and a balance between educational value and teenage interest and fun.

As Kieran Egan¹ stresses, learning in the adolescent classroom can be successfully organised by starting with something far from the students' experience, but also connected to it by some quality with which they can associate. This process of starting far from the students makes it easier for the students to become interested in the topic, and also enables the teacher finally to relate the content to the students' own world.

A positive learning atmosphere

The creation of a positive learning atmosphere largely depends on the rapport between teacher and students, and the one which students have among themselves. It requires the teacher to be a genuine, empathetic listener, and to have a number of other psychological skills. *English in Mind* supports the teacher's task of creating positive learning experiences through: clear tasks; a large number of carefully designed exercises; regular opportunities for the students to check their own work; and a learning process designed to guarantee that the students will learn to express themselves both in speaking and in writing.

Learning styles and multiple intelligences

There is significant evidence that students will be better motivated, and learn more successfully, if differences in learning styles and intelligences are taken into account in the teaching-learning process.² The development of a number of activities in *English in Mind* have been influenced by such insights, and students find frequent study tips that show them how they can better utilise their own resources.³

The methodology used in *English in Mind*

Skills: *English in Mind* uses a communicative, multi-skills approach to develop the students' foreign language abilities in an interesting and motivational way. A wide range of interesting text types is used to present authentic use of language, including magazine and newspaper clippings, interviews, narratives, songs and engaging photostories.

1 An excellent analysis of teenage development and consequences for our teaching in general can be found in Kieran Egan: *Romantic Understanding*, Routledge and Kegan Paul, New York and London, 1990. This book has had a significant influence on the thinking behind *English in Mind*, and the development of the concept of the course.

2 See for example Eric Jensen: *Brain-Based Learning and Teaching*, Turning Point Publishing, Del Mar, CA, USA, 1995, on learning styles. An overview of the theory of multiple intelligences can be found in Howard Gardner: *Multiple Intelligences: The Theory in Practice*, Basic Books, New York 1993.

3 See Marion Williams and Robert L. Burden: *Psychology for Language Teachers*, Cambridge University Press, 1997 (pp. 143–162), on how the learner deals with the process of learning.

Grammar: *English in Mind* is based on a strong grammatical syllabus and takes into account students' mixed abilities by dealing with grammar in a carefully graded way, and offering additional teaching support.

Vocabulary: *English in Mind* offers a systematic vocabulary syllabus, including important lexical chunks for conversation and extension of the vocabulary in a bank at the back of the book.

Culture: *English in Mind* gives students insights into a number of important cross-cultural and intercultural themes. Significant cultural features of English-speaking countries are presented, and students are involved in actively reflecting on the similarities and differences between other cultures and their own.

Consolidation: Seven **Check your progress** revision pages per level will give teachers a clear picture of their students' progress and make students aware of what they have learned. Four **projects** give students the opportunity to use new language in a less controlled context and allows for learner independence.

Teacher support: *English in Mind* is clearly structured and easy to teach. The Teacher's Resource Book offers step-by-step lesson notes, background information on content, culture and language, additional teaching ideas and the tapescripts, photocopiable materials for further practice and extra lessons, taking into consideration the needs of mixed-ability groups by providing extra material for fast finishers or students who need more support, as well as an entry test.

Student support: *English in Mind* offers systematic support to students through: Study help sections and Skills tips; classroom language; guidance in units to help with the development of classroom discourse and the students' writing; lists of irregular verbs and phonetics (at the back of the Student's Book); and a Grammar reference (at the back of the Workbook).

English in Mind: components

Each level of the *English in Mind* series contains the following components:

- Student's Book with accompanying DVD-ROM
- Audio CDs
- Workbook
- Teacher's Resource Book
- Testmaker Audio CD/CD-ROM
- DVD
- Classware DVD-ROM
- Website resources

The Student's Book

Student's Book 3 has a **Welcome** section at the beginning. This is to allow teachers to check, reasonably quickly, some of the key areas of language which students may have covered in their previous learning. An alternative use of the Welcome section might be as diagnostic exercises, allowing teachers to gauge the strengths and weaknesses of their particular group of students before embarking on the material.

The units have the basic following structure, although with occasional minor variations depending on the flow of an individual unit:

- an opening **reading** text
- a **grammar** page, often including pronunciation
- two pages of **vocabulary** and **skills** work
- a **photostory**, a **Fiction in mind** text, a **song** or a **Culture in mind** text, followed by **writing skills** work and extra speaking

The **reading texts** aim to engage and motivate the students with interesting and relevant content, and to provide contextualised examples of target grammar and lexis. The texts have 'lead-in' tasks and are followed by comprehension tasks of various kinds. All the opening texts are also recorded on the Audio CDs, which allows teachers to follow the initial reading with a 'read and listen' phase, giving the students the invaluable opportunity of connecting the written word with the spoken version, which is especially useful for auditory learners. Alternatively, with stronger classes, teachers may decide to do one of the exercises as a listening task, with books closed.

Grammar follows the initial reading. The emphasis is on active involvement in the learning process. Examples from the texts are isolated and used as a basis for tasks, which focus on both concept and form of the target grammar area. Students are encouraged to find other examples and work out rules for themselves. Occasionally there are also **Look!** boxes which highlight an important connected issue concerning the grammar area, for example, in Unit 3, work on the present continuous has a **Look!** box showing how *have* and *know* are used in this form. This is followed by a number of graded exercises, both receptive and productive, which allow students to begin to employ the target language in different contexts and to produce realistic language. Next, there is usually a speaking activity, aiming at further personalisation of the language.

Each unit has at least one **Vocabulary** section, with specific word fields. Again, examples from the initial text are focused on, and a lexical set is developed, with exercises for students to put the vocabulary into use. Vocabulary is frequently recycled in later texts in the unit (e.g. photostories or **Culture in mind** texts), and also in later units.

Pronunciation is included in every unit. There are exercises on common phoneme problems such as /ɔ:/ in *short*, as well as aspects of stress (within words, and across sentences) and elision. Vital areas are dealt with often in relation to a grammar area, for example, the pronunciation of *have* when modal verbs of deduction (past) are taught.

Language skills are present in every unit. There is always at least one **listening skills** activity, with listening texts of various genres; at least one (but usually several) **speaking skills** activity for fluency development. **Reading skills** are taught through the opening texts and also later texts in some units, as well as the **Culture in mind** sections. There is always a **writing skills** task, towards the end of each unit.

The final two pages of each unit have a **photostory** or a **song** (even-numbered units), or a **Culture in mind** or **Fiction in Mind** text (odd-numbered units). The **photostories** are conversations

between teenagers in everyday situations, allowing students to read and listen for interest and also to experience the use of common everyday language expressions. These Everyday English expressions are worked on in exercises following the dialogue. The photostories are expanded with videostories on the DVD / DVD-ROM, where students can follow the progress of the characters through a term at school. The **Culture in mind** texts are reading texts which provide further reading practice, and an opportunity for students to develop their knowledge and understanding of the world at large and in particular the English-speaking world. The **Fiction in mind** texts are extracts from the Cambridge Readers series which provide further reading practice.

Towards the end of each unit there is a **writing skills** task. These are an opportunity for students to further their control of language and to experiment in the production of tasks in a variety of genres (e.g. letters, emails, reports, etc.). There are model texts for the students to aid their own writing, and exercises providing guidance in terms of content and organisation. Through the completion of the writing tasks, students, if they wish, can also build up a bank of materials, or 'portfolio', during their period of learning: this can be very useful to them as the source of a sense of clear progress and as a means of self-assessment. A 'portfolio' of work can also be shown to other people (exam bodies, parents, even future employers) as evidence of achievement in language learning. Many of the writing tasks also provide useful and relevant practice for examinations such as Cambridge ESOL or Trinity Integrated Skills Examinations.

At the end of every even unit there is an extra speaking section, titled 'Last but not least' where students are given the opportunity for freer practice of the grammar and vocabulary that they have learnt in the unit.

There is a **Check your progress** section after every two units. Here the teacher will find exercises in the Grammar and Vocabulary that were presented in the previous two units. The purpose of these (as opposed to the more formal tests offered on the Testmaker CD-ROM) is for teachers and students alike to check quickly the learning and progress made during the two units just covered; they can be done in class or at home. Every exercise has a marking scheme, and students can use the marks they gain to do some simple self-assessment of their progress (a light 'task' is offered for this).

Beyond the units themselves, *English in Mind* offers at the end of the Student's Book a further set of materials for teachers and students. These consist of:

- **Vocabulary bank:** extension of vocabulary from the units in the main body of the Student's Book for students to build on their vocabulary. This section is attractively illustrated and the words are taught either through definitions or pictures. This section is particularly useful for those students who want to learn more.
- **Get it right!** This section is based on the Cambridge Learner Corpus and concentrates on typical errors that students often make at this level. These errors are dealt with through a variety of exercises and activities which correspond with the grammar studied in the units in the

Student's Book. They allow students to focus on the errors they make and give them the opportunity to correct them.

- **Projects:** activities which students can do in pairs or groups (or even individually if desired), for students to put the language they have so far learned into practical and enjoyable use. They are especially useful for mixed-ability classes, as they allow students to work at their own pace. The projects produced could also be part of the 'portfolio' of material mentioned earlier.

Project 1, **How we communicate**, can be done after students have finished the first unit of the Student's Book.

Project 2, **Plan a TV show**, fits in after students have finished Unit 7 of the Student's Book.

Project 3, **A mystery poster**, should be done once students have finished Unit 10 of the Student's Book, and finally, Project 4, **A questionnaire**, is an enjoyable way for students to round off the whole course.

- An **irregular verb** list for students to refer to when they need.
- A listing of **phonetic symbols**, again for student reference.

The DVD-ROM

The Student's Book includes a DVD-ROM which contains the listening material for the Workbook (listening texts and pronunciation exercises) in MP3 format and a range of carefully graded grammar and vocabulary exercises to provide further practice of the language presented in each unit. It also contains the 'Making Waves' videostories corresponding to the seven photostories in the Student's Book. These complement the photostories by dealing with the same themes and reflecting the same values, but they contain separate stories and scenes to them. They may take place before, at the same time as or after the photostories. There are four exercises for each videostory on the DVD-ROM, including a 'videoke' one in which students record their voices onto a short section of the videostory and can then play it back, either solo or as a pair with a friend. This provides a fun, sociable element, but also good practice of spoken English. The DVD-ROM also includes games for students to practise in an enjoyable and motivating way.

The Workbook

The Workbook is a resource for both teachers and students, providing further practice in the language and skills covered in the Student's Book. It is organised unit-by-unit, following the Student's Book. Each Workbook unit has six pages, and the following contents:

Remember and check: this initial exercise encourages students to remember the content of the initial reading text in the Student's Book unit.

Exercises: an extensive range of supporting exercises in the grammatical, lexical and phonological areas of the Student's Book unit, following the progression of the unit, so that teachers can use the exercises either during or at the end of the Student's Book unit.

Everyday English and Fiction/Culture in mind: extra exercises on these sections in alternating units, as in the Student's Book.

Study help: these sections follow a syllabus of study skills areas, to develop the students' capacities as independent and successful learners. After a brief description of the skill, there are exercises for the students to begin to practise it.

Skills in mind page: these pages contain a separate skills development syllabus, which normally focuses on two main skill areas in each unit. There is also a skill tip relating to the main skill area, which the students can immediately put into action when doing the skills task(s).

Unit check page: this is a one-page check of knowledge of the key language of the unit, integrating both grammar and vocabulary in the three exercise types. The exercise types are: a) a cloze text to be completed using items given in a box; b) a sentence-level multiple choice exercise; c) sentences to be completed with given vocabulary items.

At the end of the Workbook, there is a **Grammar reference** section. Here, there are explanations of the main grammar topics of each unit, with examples. It can be used for reference by students at home, or the teacher might wish to refer to it in class if the students appreciate grammatical explanations.

The audio for the Workbook is available on the Audio CDs as well as on the Student's Book DVD-ROM in MP3 format.

The Teacher's Resource Book

The Teacher's Resource Book contains:

- clear, simple, practical teaching **notes** on each unit and how to implement the exercises as effectively as possible.
- complete **tapescripts** for all listening and pronunciation activities.
- complete **answers** to all exercises (grammar, vocabulary, comprehension questions, etc.).
- **optional further activities**, for stronger or weaker classes, to facilitate the use of the material in mixed-ability classes.
- **background notes** relating to the information content (where appropriate) of reading texts. You can use these to set homework research tasks on the texts.
- **language notes** relating to grammatical areas, to assist less-experienced teachers who might have concerns about the target language and how it operates (these can also be used to refer to the Workbook Grammar reference section).
- a complete **answer key** and **tapescripts** for the Workbook.
- A '**Memo from Mario**' page at the end of each unit of teaching notes and ideas for further exploitation of the material in the Student's Book written by the well-known methodologist Mario Rinvolucri.
- an **entry test** which has been designed with two purposes. It can be used purely as a diagnostic entry test, or teachers can also use it for remedial work before beginning the Welcome section or after completing it.
- **photocopiable communication activities**: one page for each unit reflecting the core grammar and/or vocabulary of the unit. The Communication Activities recycle the key grammar and/or vocabulary in each

unit. They are designed to activate the new language in a communicative context. They cover a range of fun and motivating activity types: board games; quizzes; information gap activities; descriptions; 'Find someone who ...', etc.

- **photocopiable extra grammar exercises**: extra exercises for each unit, reflecting the key grammar areas of the unit. The Grammar Practice Exercises cover specific areas of the key grammar from each unit. They are intended for fast finishers or students who need extra practice.
- **teaching notes** for the Photocopiable Communication Activities which contain clear step-by-step instructions for all the activities. In addition, there are answers for the Communication Activities, where relevant, and answers for all of the Grammar Practice Exercises.

Other resources

Testmaker Audio CD / CD-ROM: This allows you to create and edit your own texts, choosing from unit tests, which can be combined in unit pairs to match the course syllabus, or end-of-year tests. The tests offer 'standard' and 'more challenging' levels of testing, and can be created in A and B versions to avoid the sharing of answers. The listening test recordings are provided in audio CD format.

DVD: This contains both the 'Making Waves' videostories and the complete 'EiMTV' material from the original edition.

Classware DVD-ROM: This contains the Student's Book in digital format to project on a whiteboard or via a computer with projector. You can enlarge parts of the page for a clearer focus. The 'Making Waves' videostories and class listenings are also included, together with scripts.

Web resources: In addition to information about the series, the *English in Mind* website contains downloadable pages of further activities and exercises for students as well as interactive activities for students and wordlists with multiple translations. It can be found at this part of the Cambridge University Press website:

www.cambridge.org/elt/englishinmind

Introductory note from Mario Rinvolucri

As you read through the Teacher's Resource Book you will, at the end of each unit, find small contributions of mine that offer you alternative ways of practising a structure, of dealing with a text or of revising words.

- I want to stress that the ideas presented are simply alternatives to the ways of working proposed to you by the authors. I strongly recommend that you try the authors' way first.
- When you teach the book through for the second or third time you may be ready then to try something a bit different. The authors and I believe that options are important but options are not useful if they confuse you.
- Maybe you could think of my contributions as a sort of sauce with a slightly different flavour to be tried for variety's sake.

Mario Rinvolucri, Pilgrims, UK, guest methodologist.

Welcome section

This section is designed to serve as a review, giving students the opportunity to revise and practise language they already know, and it is also a tool for teachers to find out how much students know already and which areas students may need to do more work on before continuing with the course.

A

1 Read and listen

- a** ▶ **CD1 T0** As an introduction, ask students if they ever disagree with their parents and, if so, what they disagree about. Play the recording while students read the diary entry and answer the question. Check answer (They disagreed about Beth going on a march.). If necessary, play the recording again, pausing to check for understanding.

- b** Ask students to read through the questions and check understanding. Students answer the questions. Encourage them to try to answer the questions without looking back at the text, but let them look back if necessary. Allow them to compare their answers with a partner before checking answers in open class.

Answers

- 1 It is a march to support environmental protection.
- 2 'Good for you, Beth.' 'Brilliant – we're really proud of you.'
- 3 She is a young adult, and responsible adults do something about global warming.
- 4 Because they don't normally argue, except with her.

* OPTIONAL ACTIVITY

Divide the class into pairs and ask students to discuss recent arguments they have had with their parents. Students may like to roleplay some of their arguments and take it in turn to be the parents.

2 Present simple vs. present continuous

For a quick review of the difference between these two tenses, write the following sentences on the board:

*My brother is playing football with his friends.
He plays football every Sunday.*

In open class, ask students which tenses are used in the sentences (present continuous, present simple). Elicit when we use each tense (present continuous for actions happening at or around the time of speaking; present simple for habitual, repeated actions or states). If necessary, give students further examples to outline the different uses.

Students read the dialogue and put the verbs in brackets into the correct tense.

Answers

- 3 'm looking 4 sell 5 know 6 works
7 's working 8 'm going

* OPTIONAL ACTIVITY

Students can act out the dialogue with a partner.

3 Question tags

- a** To introduce question tags, write some true statements about students on the board, e.g. *Your name is Juan.* / *You live in Italy.* / *He can swim well.* Ask students which words they might add to the sentences if they were not sure of the answer. Elicit a question tag for each sentence (*Your name is Juan, isn't it?* / *You live in Italy, don't you?* / *He can swim well, can't he?*) Write them on the board. Point out the positive and negative verbs and the use of a question mark. Students complete the exercise and check answers with a partner before open class feedback.

Answers

- 2 does he 3 aren't they 4 doesn't she
5 didn't you 6 will they 7 can't you
8 hasn't she 9 shouldn't we

- b** Read through the conversation with students and check understanding. Students complete the dialogue with the correct question tags.

Answers

- 2 won't you 3 isn't it 4 isn't he 5 can I
6 does it

- c** ▶ **CD1 T0** Play the recording for students to check their answers. Pause the recording and draw students' attention to the different intonation patterns used according to the level of certainty expressed by the speaker.

4 Describing someone's age

To revise this vocabulary, you may like to bring in some photographs of people and ask students to guess their ages (*I think he's about 15. I think he's a teenager*). Elicit words to describe the age groups the people in the photos belong to, e.g. *teenager, baby, child, adult* etc.

Students add vowels to complete the words, then number the boxes according to age. Check answers.

Answers

1 baby 2 toddler 3 child 4 teenager
5 young adult 6 pensioner

5 The environment

- a** Ask students what they do to look after the environment. Listen to their ideas and write any interesting vocabulary on the board. Students read the text and work with a partner to complete the exercise. Weaker classes may find this exercise difficult, so you may like to write the answers on the board in a random order for them to put in the gaps.

Answers

1 atmosphere 2 forests 3 litter 4 recycle
5 fumes 6 waste 7 rubbish 8 throw
9 clean

The missing word is POLLUTION.

- b** ▶ **CD1 TO** Play the recording for students to check their answers.

B

1 Read and listen

- a** ▶ **CD1 TO** As an introduction, write the word *illness* on the board and give students two minutes to work with a partner and think of as many related words as possible. As feedback, ask students to call out their words and write them on the board. Try and elicit *temperature, ill, a cold, hurt, doctor, medicine, injection*. Tell students they are going to read and listen to a conversation between two friends. Play the recording while students read and answer the question. Check answer (Some people from a record company are coming to hear the band.). If necessary, play the recording again, pausing to check for understanding.

* OPTIONAL ACTIVITY

Read through the text, pausing each time you see a word related to medicine and health. Add the words to the list on the board, if necessary.

- b** Read through sentences 1–5 with students and do the first one as an example, if necessary. Students mark the sentences true or false. Check answers. Students correct the false statements.

Answers

1 T 2 F (There are three days.) 3 T
4 F (He is more interested in getting her to play on Saturday.) 5 T

2 Ways of talking about the future

- a** To revise the future quickly, write *This evening ...*, *Next Christmas ...*, *When I am 25 years old ...* on the board, and ask students to write a sentence beginning with each phrase. Listen to some of their ideas and try to elicit the three different future forms (present continuous for arrangements, *going to* for intentions and *will* for predictions and offers.) Write some examples on the board and check students are clear about the uses of each tense.

Students complete the exercise and check answers with a partner before open class feedback. During feedback, ask students why each tense has been used.

Answers

1 We're having 2 it's going to rain 3 there won't be
4 I'm not going to 5 I'm seeing
6 I'll give

- b** Read through the example with students and check understanding of the vocabulary in the exercise. Students complete the rest of the exercise. Check answers.

Answers

2 'm going to 3 will be 4 will break 5 are visiting
6 is going to 7 won't give
8 'm playing 9 'm going to

* OPTIONAL ACTIVITY

For further practice of future tenses, write some future time references on the board, e.g. *After this lesson ...*, *Tonight ...*, *Next Saturday ...* etc. Divide the class into pairs and ask students to tell their partners what they will be doing at these times in the future. Circulate and encourage students to use different future forms where appropriate. Listen to any interesting answers in open class as feedback.

3 Gerund vs. infinitive

Write the following sentences on the board:

I like playing cards. I want to go home.

Ask students to identify the gerund (*playing*) and the infinitive (*to go*). Elicit other verbs which follow similar patterns, e.g. *hate* + gerund, *hope* + infinitive, *decide* + infinitive. Students complete the exercise. Allow them to check their answers with a partner before open class feedback.

Answers

1 speaking 2 helping 3 to help 4 washing
5 to wait 6 to wash 7 waiting 8 to play

4 Medicine and health

Ask students to look at the words in the box. Ask them to find two people (*patient, surgeon*), two adjectives (*cold, sore*) and something that you drive (*an ambulance*). Check the meanings of the remaining words. Read through sentences 1–8 and check understanding. Students complete the exercise. Check answers.

Answers

1 ambulance 2 hurt 3 temperature 4 pain
5 injection 6 patient 7 sore 8 surgeon

C

1 Read and listen

Warm up

Ask students if they have been to England. If they have, ask them what they did there and what they remember about their visit. In what ways was it different to their own country? If students haven't been to England, ask them what they know about it and how they think it might be different to their country.

- a** ▶ **CD1 TO** Tell students they are going to read an interview with a boy who is studying in England. If necessary, pre-teach difficult vocabulary (*proficiency, make sure, a ride*). Play the CD while students read the interview and complete the exercise.

- b** Students listen and check their answers.

Answers

A 2 B 3 C 1 D 5 E 4

2 Present perfect simple with *for* and *since*

- a** Ask students to look back at the interview in Exercise 1 and find examples of *since* and *for* (*since the beginning of the summer; for two weeks*). Write the examples on the board and elicit the rules (*since* is followed by a specific time, *for* is followed by a period of time). Look at the example with students and check understanding of the exercise. Students work through the rest of the exercise and decide which of the endings is not possible in each case. Let them check answers with a partner before feedback in open class.

Answers

2 I was born
3 the first time I saw you
4 as long as I can remember
5 1998
6 a long time

- b** Ask students to write three questions using the prompts. Circulate and help with any problems. Check answers, paying attention to pronunciation and intonation.

Answers

1 How long have you known your best friend?
2 How long have you liked your favourite band?
3 How long have you lived in your house?

- c** Divide the class into pairs. Students ask each other the questions from Exercise 2b. As feedback, ask students to tell the rest of the class what they have learnt about their partner.

* OPTIONAL ACTIVITY

Tell the class they are going to interview you. Give them three minutes to think of questions starting with *How long ...?* In open class, students ask you questions. Tell them that you are allowed to say *"It's a secret!"* if you don't want to answer. Only answer questions if the grammar is correct.

3 Comparatives and superlatives

Write the following jumbled sentences on the board:

*Rome Madrid not big as is as
Munich Barcelona than beautiful more is*

Elicit two correct sentences:

*Rome is not as big as Madrid.
Barcelona is more beautiful than Munich.*

Point out the use of *not as ... as* to make a negative comparison, and *more* + adjective to make a positive comparison.

Write the words *old, intelligent, tall, beautiful* on the board. Divide the class into pairs and ask students to make sentences comparing themselves to their partners. As feedback, listen to some examples in open class.

Students complete the text using the correct form of the adjectives in brackets. Allow them to check answers with a partner before open class feedback.

Answers

- 1 more beautiful 2 better 3 greatest
4 as exciting 5 most beautiful 6 best
7 as interesting 8 as attractive
9 as interesting 10 as expensive

* OPTIONAL ACTIVITY

For further practice, ask students to think of two towns they know well, and to think about five differences between the towns. Students write five sentences comparing the two towns. Circulate and help with any problems. Divide the class into pairs and ask students to read their sentences to their partner.

4 British vs. American English

Ask students if they know any words which are different in British and American English. Write examples on the board. Students complete the exercise. Check answers in open class.

Answers

- 1 c cookies 2 i apartment 3 h soccer
4 a elevator 5 j truck 6 b sidewalk
7 e garbage 8 d candy 9 f pants
10 g subway

* OPTIONAL ACTIVITY

Divide the class into pairs. Ask students to imagine one of them is British and the other American. Write the following dialogue on the board:

- A: I'm hungry. Have you got any cookies?
B: Cookies? Oh, you mean biscuits!

In pairs, students create similar dialogues. This can be done with books closed. Listen to some of the dialogues in open class as feedback.

5 Homes

- a As revision, write the word *home* in the centre of the board and ask students to call out any words they think of connected to the home. Elicit types of home (e.g. *flat, terraced house*), rooms in the home (e.g. *living room, bathroom*) and things inside the home (e.g. *sofa, fridge*). Write any interesting words on the board.

Look at the picture with students and ask them to say what they can see. Students complete the text.

Answers

- 1 flats 2 floor 3 stairs 4 detached
5 garage 6 garden 7 fence 8 caravan

- b ▶ CD1 T0 Play the recording for students to check their answers. You could pause as necessary to check understanding and clarify any difficulties.

* OPTIONAL ACTIVITY

In pairs, students describe their homes to each other. Encourage them to use words from the exercise and to include any words from the earlier brainstorm. You may like to ask students to make comparative sentences to compare their houses in open class feedback.

D

1 Read and listen

Warm up

Ask students if their parents have a GPS (Global Positioning System) satellite navigation system in their car. What are the advantages and disadvantages of it? Ask them if they have ever seen a website that shows aerial photographs of towns and individual streets. Do they think this is a good thing? Listen to some of their ideas in open class.

- a ▶ CD1 T0 Tell students that they are going to read and listen to a text about privacy and a map website. Play the recording while students listen and read to find the answer to the question. Tell them not to worry if they do not understand every word at this stage. Check answer.

Answer

Taking photographs of people's houses.

- b Students read through the questions. Check any vocabulary problems. Students complete the exercise and compare answers in pairs.

Answers

- 1 They used to buy a map.
2 They either go online to find a map or buy a GPS.
3 They are photographing every street and house in the country.
4 To go away.
5 Journalists.
6 Because they photographed his house without asking.
7 Because it is not illegal to photograph houses.

2 *used to*

To introduce this language point, ask students to think about their lives now compared with five years ago. Ask them how their lives were different. Remind them that if we want to express a past repeated action or state which no longer exists, we use *used to*. You may like to give them examples of your own, e.g. *I didn't use to have long hair. / I used to live in Mexico*. Point out the negative form *didn't use to*.

Students complete the exercise. Circulate and help with any problems. Students check answers with a partner before open class feedback.

Answers

1 used to walk, go 2 used to work, works
3 is, used to sell 4 used to, go 5 'm not, used to be
6 used to read, thinks 7 used to smoke, go

3 *mustn't vs. don't have to*

To introduce the language in this exercise, write the word *Rules* on the board and ask students to tell you what the rules are at their school. Elicit the use of *must/mustn't* for obligations and *don't have to* for things which are not necessary. Listen to some of their answers and write some correct examples on the board.

Students look at the pictures and complete the sentences with the phrases in the box. Check answers.

Answers

1 You mustn't eat 2 You don't have to eat
3 You mustn't play 4 You don't have to play
5 We mustn't be 6 We don't have to be

4 *Information technology*

Ask students if they have a computer at home and, in open class, brainstorm any words they know connected to computers and computing. Students complete the nouns and verbs with the words in the box. Explain that some are two-word phrases and others are single words. Let them check answers with a partner before feedback. During feedback, check understanding of the vocabulary and clarify whether the nouns/verbs are single words or two-word phrases.

Answers

2 a CD drive 3 a memory stick
4 to download 5 to log on 6 a password
7 a power lead 8 a network 9 a touch pad
10 a USB slot

5 *Noun suffixes*

Read through the sentences with students and check understanding. Remind them that we add a suffix to a word to change its meaning, e.g. to change a verb into a noun, or to change the meaning of a noun. You could give the example of *teach/teacher*, where the suffix *-er* indicates a job.

Students complete the exercise and check answers with a partner before open class feedback.

Answers

1 invitation 2 equipment 3 journalist
4 cancellation 5 reservation 6 improvement
7 receptionist 8 management 9 manager
10 entertainment

Unit overview

TOPIC: Methods of communication; how different people communicate; how animals communicate

TEXTS

Listening: different methods of communication

Reading and listening: communication between twins

Listening: body language

Reading: communication between elephants

Writing: a description of an old friend

SPEAKING AND FUNCTIONS

Talking about impressive experiences

Being a good listener

Asking and answering questions with *say* and *tell*

LANGUAGE

Grammar: past simple vs. present perfect simple review; *for*, *since*, *just*, *already*, *yet*, *ever* and *never*

Vocabulary: *say* and *tell*

Pronunciation: Sentence stress: rhythm in questions

of the hands; and the movement of the hands. Sign language is not universal; British Sign Language is different to American Sign Language, and neither is based on English or any other spoken language.

Morse Code: This is a form of electronic communication developed by Samuel Morse in the early 1840s. Morse Code consists of a series of dots and dashes which represent the letters of the alphabet and numbers 0–10 (e.g. S is represented by ●●●, O by — — —, A by ● — —). It was tapped out on a machine and sent by an electric current along cables. It was then decoded at the other end of the cable. Morse Code was still used by international air forces and navies until the late 1990s.

Warm up

Books closed. To introduce the topic of communication, write these letters on the board:
n c m o a i t i m n u c o

Ask students to work with a partner and make as many words from them as possible. Tell them that it is possible to make one 13-letter word (*communication*). Give them a two-minute time limit. In open class, brainstorm answers (e.g. *it*, *count*, *can*, *mountain*) and give students one point for each correct word. If nobody finds *communication*, write it on the board and ask students to define it.

- a** In pairs, students discuss which method of communication they use most, and the advantages and disadvantages of each method. You may like to give them some ideas of your own to get them started. Listen to some of their thoughts in open class as feedback.
- b** ▶ **CD1 T2** Tell students they are going to hear somebody talking about different methods of communication. Play the recording while they listen and decide which of the communication methods in the box are not mentioned. As you check answers, ask students to describe each of the methods of communication. Who uses them and why? You may like to refer to the background information above.

Answers

body language, telepathy

TAPESCRIPT

There are many different methods we can use to get a message across to someone. Of course, speaking is one of the most obvious. And, if the

1 Speak and listen

If you set the background information as a homework research task, ask students to tell the class what they have found out.

BACKGROUND INFORMATION

Body language: An important part of our communication is *non-verbal*. It consists of gestures, body movements and facial expressions. However, these gestures and expressions are not always universal. For example, nodding the head means 'yes' in most countries. However, it also means 'no' in some parts of Greece, Bulgaria and Turkey. Eye contact is important in America and Europe, but it can be rude in most Asian countries and in Africa. Closing your eyes in Western cultures often means 'I'm bored or sleepy'. However, in Japan, Thailand and China it can mean 'I'm listening and concentrating'.

Telepathy: A person who is telepathic is said to be able to read the thoughts and stored information in the brains of others.

Sign language: This is a method of communication, especially used by people who are deaf or hard of hearing. It uses a system of facial, hand and other body movements to express meaning. Each sign has three distinct parts: the hand shape; the position

person we want to communicate with isn't close to us, we can contact them by phone, send them an e-mail or even, though this happens less and less these days, write them a letter.

But there are other less common methods of communication that people use in special circumstances. There is, for example, sign language, used to communicate with people who have hearing problems. And there's Braille, which communicates the written word to people with sight problems.

Other more unusual methods include Morse Code, a series of short and long beeps used, for example, during wartime in the old days, and also semaphore, a method of communicating using two flags ... one in each hand. These methods are slow, spelling words one letter at a time – no good for the fast world of today!

- C** Students think about the advantages and disadvantages of the communication methods in Exercise 1b and decide which they think is most effective. Divide the class into pairs and ask them to discuss their ideas. Circulate and monitor to help with any questions. Listen to some of their ideas in open class and encourage further discussion.

* OPTIONAL ACTIVITY

Ask students if they send text messages. Ask them if they know any special abbreviations in English (or in their own language) to make texting faster. Write the following on the board and ask students to work in pairs to work out the answers. Check answers.

1 B4 2 GR8 3 LOL 4 RUOK 5 BCNU
6 2MORO 7 PLS 8 XXX 9 THNQ 10 EZ

Answers

1 before 2 great 3 laugh out loud/
lots of love 4 are you OK? 5 Be seeing you
6 tomorrow 7 please 8 kiss kiss kiss
9 thank you 10 easy

2 Read and listen

- a** Read the questions and listen to students' answers. You may like to ask students what they think the advantages and disadvantages of being a twin are. Do they know any funny stories concerning twins?
- b** Tell students they are going to read an article about communication between twins. Students read the text quickly to find the answers to the questions. Tell them it is not important to understand every word.

Answers

- 1 own language, telepathy
2 They have a reaction and know that something has happened to their twin.

- C** ▶ **CD1 T2** Read through the sentences with students and check understanding. Pre-teach some of the more difficult words, e.g. *bond*, *weird*, *sound-proof*, *wired up*, *far apart*. Students read the text again and listen, then decide if the statements are true or false, and correct any false statements. Students check their answers with a partner before feedback.

Answers

- 1 F (Nobody else understood them.) 2 T
3 F (It is quite usual.) 4 T 5 T

Discussion box

Weaker classes: Students can choose one question to discuss.

Stronger classes: In pairs or small groups, students go through the questions in the box and discuss them.

Monitor and help as necessary, encouraging students to express themselves in English and to use any vocabulary they have learned from the text. Ask pairs or groups to feedback to the class and discuss any interesting points further.

* OPTIONAL ACTIVITY

As follow-up, you could divide students into pairs and ask them to imagine that they are twins and to think about how their lives would be different. Listen to some of their ideas in open class as feedback.

3 Grammar

* Past simple vs. present perfect simple

- a** **Weaker classes:** Books closed. Write on the board:
Paul lived in Paris for three months.
Sally has lived in Paris for three months.

Ask students who lives in Paris now (Sally). Ask students to identify the tenses in each sentence. Elicit or explain the use of the present perfect tense to indicate unfinished time and elicit the construction of each tense. Point out that regular verbs have the same past form and past participle. Students now open their books at page 13 and follow the procedure for stronger classes.

Stronger classes: Students decide which sentences are in the past simple and the present perfect. Remind students of the construction of the present perfect (*have/has + past participle*).

Answers

present perfect simple; past simple; past simple;
present perfect simple

- b** Students underline sentences in the past simple from the text in Exercise 2 and circle sentences in the present perfect. Go through a few examples if necessary.

Answers

Past simple:

Line 4: were Line 5: were, had Line 7: knew,
understood Line 8: didn't understand
Line 12: was, had
Line 13: broke, happened, got Line 17: involved
Line 19: measured Line 21: put Line 22: went, was
Line 23: happened, reacted

Present perfect:

Line 4: have had Line 8: 've got, 've started
Line 12: 've always known
Line 16: has been, has proved Line 24: have been

- c** Write on the board:
Owen and I have had a special bond between us since birth.
When we were very small, we had our own language.

Ask students if Owen and Gerald have a special bond now (yes). Ask students if they still have their own language (no). Students complete the rules with the name of the tense.

Answers

past simple; present perfect simple

- d** Explain that there are often time expressions which determine which tense you should use. Ask students to read the rules and complete with the correct tense name.

Answers

past simple; present perfect; present perfect;
present perfect

Language note

Students often make mistakes like: *I am working here since two years ago*. Remind them that in English we only use *ago* with the past simple.

- e** Students complete the paragraph using verbs in the present perfect or the past simple. Encourage students to use the time expressions in the text to help them decide which tense to use.

Answers

1 left 2 didn't go 3 did 4 took
5 has travelled 6 has spent 7 hasn't learnt
8 has tried 9 have ... wanted 10 have ... visited

OPTIONAL ACTIVITY

Weaker classes: Write these sentences on the board:

- When Petra (leave) school?
- What she (do) in September?
- How many countries she (travel) to?
- How long she (spend) in each country?
- Which language she (try) to learn?

Students complete the questions in the past simple or present perfect tense using the text in Exercise 3e as a reference. Then students take it in turn to ask and answer them with a partner, based on the information in the text.

Answers

1 did, leave 2 did, do 3 has, travelled
5 has, spent 6 has, tried

Stronger classes: Ask students to write questions about the text in Exercise 3e using the past simple or present perfect simple tense, e.g.
When did Petra leave school?
Did she go straight on to university?
Has she learnt any new languages?

Students take it in turns to ask and answer the questions with a partner.

OPTIONAL ACTIVITY

For further practice of the difference between *for* and *since*, write this table on the board:

for	since
one day	yesterday

Ask students to put the following phrases in the correct place in the table.

8.00am three hours two days this morning
five months ten minutes Christmas
30 minutes ago seven years my wedding day
ten years my birthday 1885

Grammar notebook

Remind students to note down the rules for the past simple and present perfect simple and to write a few example sentences of their own.

4

Speak

Warm up

Tell students something you've just done, e.g. *I've just had lunch with the headmaster / bought a new car*, etc. Elicit the communicative meaning of the sentence (you are trying to impress them).

Ask students to imagine that they also want to impress you. Elicit what they could say in reply, e.g. You: *I've just had lunch with the headmaster.* Student: *Oh, really? I have lunch with him most days or I'm having lunch with him tomorrow.*

Language note

Check that students understand that we use *just* with the present perfect to describe recently completed actions. One communicative function of this structure is when you want to impress people, e.g. *I've just bought a new car!*

Students note down five things they have just done that are impressive. If they need ideas, write these verbs on the board: *meet, buy, see, have lunch/dinner with, read (a book), write*. Remind students to use the present perfect with *just*.

In pairs, students tell their partner what they have just done. Their partner should try and reply with a more impressive statement. Refer them to the example dialogue. Encourage them to use their imagination!

OPTIONAL ACTIVITY

Write these expressions on the board:

Fantastic! Oh dear! Thank you!
You're joking! No!

Ask students to work in pairs and write short dialogues using the expressions as replies to someone telling them about something which has just happened.

A: I've just won the lottery!
B: You're joking!

5 Listening and vocabulary

If you set the background information as a homework research task, ask students to tell the class what they have found out.

Warm up

Elicit from students examples of body language (see the background information for Exercise 1). What body language do they commonly use and what does it mean?

- a** ▶ **CD1 T11** Students read through items 1 to 10 and look at the pictures. Match the first item as an example, and see if students can match any of the others. Ask them to complete the exercise. Play the recording for students to check answers. Play the recording again, pausing after each item for students to repeat.

TAPESCRIPT/ANSWERS

- 1 J make eye contact
- 2 H fold your arms
- 3 D lean forward
- 4 E sit back
- 5 C avoid eye contact
- 6 I gesture
- 7 B raise your eyebrows
- 8 F look nervous
- 9 G give someone a warm smile
- 10 A nod your head

- b** Explain that some kinds of body language 'help' communication, that is they encourage it, and some kinds are negative and discourage it. Students decide which of the examples of body language (a–j) help communication and which might discourage it. Ask students to decide which of the types of body language they use themselves.

Possible answers

Body language that helps communication: 1, 3, 4, 6, 9, 10

Body language that does not help communication: 2, 5, 7, 8

- c** ▶ **CD1 T12** Explain that students are going to listen to two teenagers doing a quiz about body language. Ask the students to read through questions 1 to 6, and explain any difficult vocabulary: *mirroring* (displaying the same body language as the person you are talking to), *like* (similar), *flash* (a short and quick expression). Encourage students to predict the answers first and then play the recording. Students choose the correct answers: a, b or c. Ask students to check their answers with a partner. Then repeat the listening, with pauses if necessary.

TAPESCRIPT

Oliver: Hey Francesca, look! It's a quiz about body language ... you know ... all those things we do without knowing it which tell people how we feel or what we're thinking.

Francesca: I know what body language is, Oliver.

Oliver: Oh, OK, so ... first question ... if someone you were talking to suddenly folded their arms, it would tell us they were a) happy, b) feeling defensive, or c) about to cry?

Francesca: I'd say b, wouldn't you? People fold their arms to sort of protect themselves.

Oliver: Yes, and sometimes when they're cross! My teacher used to do that! Anyway, we're right – it is b. Now, next question ... How much of what we say is actually communicated through body language and gestures rather than spoken? Is it a) 50 percent, b) 75 percent, or c) 90 percent?

Francesca: Er ... I'd say a, 50 percent

Oliver: I've read about this and I think it's more than that. I'll say 75 percent. Now ... let me check ... wow, no! It's 90 percent! That's amazing! I didn't think it was so reliable!

Francesca: I don't think it is always reliable, actually, Oliver.

Oliver: OK, well, here's another question for you. If you are out with a friend and they start doing the same things as you're doing, can you tell me what it means? a) they like you, b) they dislike you, or c) they're bored.

Francesca: I have a feeling it means they like you, so I'm going to say a. Do you agree?

Oliver: Yes, I do ... and we're ... right! It says here that's called mirroring, and when people do that it means they like us a lot. I can't say I've ever noticed anyone doing it with me.

Francesca: Don't worry! It doesn't mean nobody likes you!

Oliver: Right – what about this question ... what automatic gesture do people make when they first see someone they like? Do they a) smile and show their teeth, b) touch the person on the arm, or c) raise their eyebrows?

Francesca: Hmm ... tricky. I'd say a, they smile.

Oliver: I think it's b – well, we touch people when we like them, don't we?

Francesca: So ... who's right?

Oliver: Neither of us! It's c! It says we do something called the eyebrow flash when we see someone we like – we can't help it – it's automatic. Our eyebrows go up then down again very quickly. And ... it's the most common sign of a friendly greeting anywhere in the world!

Francesca: Really – this body language is quite something, isn't it. Now ... any more questions ...

Answers

1 b 2 c 3 b 4 a 5 b 6 c

6 Speak

- Tell students they are going to practise being a good listener using positive examples of body language. Student A talks about one of the subjects in the box for one minute. Student B should listen and give positive examples of body language. Then students change roles and repeat the exercise. Ask students to decide who they thought was the better listener.
- Ask students to choose another topic and repeat the exercise with Student B as a bad listener.
- Ask students to think about the differences between the conversations. With the class, discuss

the importance of the role of the listener in the conversations.

* OPTIONAL ACTIVITY

If your students enjoy this exercise, repeat it in groups of three. This time, Student C is an observer. They watch the speaker and the listener and record the number of times B shows positive kinds of body language. When they have finished, they should change roles until they have all had the opportunity to play each role. Ask groups to decide who the best listener was.

7 Vocabulary

* say and tell

-  **CD1 T12** Check that students understand the difference between *say* and *tell* (see Language note). Ask students to complete the sentences from the interview in Exercise 5c using the correct form of *say* or *tell*. Play the recording again for students to check their answers.

Answers

2 tells 3 say 4 tell 5 say 6 says

- Students complete the sentences using the correct form of *say* and the words in the box. Students check their answers in pairs before feedback. Encourage students to write the expressions using *say* in their vocabulary notebooks.

Answers

1 said goodbye 2 say thank you
3 saying sorry 4 say it out loud 5 say it again

Language note

The difference between *say* and *tell* is simple. Both have the same meaning but:

We use *say* with some specific nouns, e.g. *say goodbye/sorry/a prayer*.

We use *tell* with other specific nouns, e.g. *tell a joke/lie/story*.

You say something, e.g. *Alex said he was tired*.

You tell someone something, e.g. *Alex told me he was tired*.

- Students complete the sentences with the correct form of *tell* and the phrases in the box.

Answers

1 told me a joke 2 told my parents a lie
3 tell the difference 4 told me off
5 telling the truth 6 tell you a secret

Get it right!

Refer students to the Get it right! section. These exercises can be used as homework or for fast-finishers.

Vocabulary bank

Refer students to the vocabulary bank. Read through the words and phrases in open class and check understanding.

Vocabulary notebook

Encourage students to start a section called *say* and *tell* and to note down the words from this exercise. They may find it useful to note down translations of the words too.

8 Speak

Student A completes the questions with the correct form of *say* or *tell*.

Students B turns to page 126 and does the same. Then students take turns to ask and answer their partner's questions. In feedback, ask some students to repeat their questions and answers. Check that students are using the correct tense of *say* or *tell*.

Answers (Student A)

1 say 2 said 3 tell 4 say 5 told

Answers (Student B)

1 say 2 said 3 tell 4 telling 5 told

9 Pronunciation

See notes on page 125.

Culture in mind

10 Read and listen

Warm up

In pairs, ask students to make a list of all the types of communication mentioned so far in this unit. Write the words on the board and ask individual students to explain what each type of communication consists of. Ask students which of the methods of communication are used by animals.

- a** In open class, brainstorm ways animals might communicate. Write some of the best ideas on the board. Ask students to give examples of animal communication they have seen, perhaps from their pets.

Possible answers

sounds, body language, singing, giving off smells

- b** Students read the text quickly to see if any of their ideas from Exercise 10a are included. Tell them not to try to understand every word, but to focus on getting a general understanding of the text.

Answers

The text mentions the following methods of animal communication: dancing, barking, infrasonic communication.

- c** ▶ **CD1 T14** Students read through the text and listen. Check understanding of the questions. Students circle the correct answers and check their answers with a partner before feedback.

Answers

1 b 2 c 3 b 4 a

* OPTIONAL ACTIVITY

If you would like your students to do more close comprehension work on the text, then use the following *true/false/don't know* exercise. Ask students to correct the false sentences. The statements are in the order that they appear in the text, so to make it more challenging, write them on the board in a different order.

- 1 Dogs bark when they are scared. (Don't know)
- 2 Humans can hear infrasonic communication. (False, they can't hear it.)
- 3 Humans can hear shouts from 200 m away. (False, up to 100m.)
- 4 Infrasound is not affected by grass and trees. (True)
- 5 Elephants can hear infrasonic sounds from 4 kilometres away. (True)

- d** **Stronger classes:** Students may be able to complete the exercise without referring back to the text. Ask students to compare answers with a partner before checking in open class.

Weaker classes: Students can locate the vocabulary items in the text before selecting their answers.

Answers

1 a 2 b 3 a 4 a 5 a 6 b 7 b 8 b

- e** Students complete the sentences with words from Exercise 10d, and compare answers with a partner before feedback. If necessary, go through the first sentence as an example.

Answers

1 notice 2 warning 3 range 4 charged off
5 animal kingdom 6 pitch

11 Speak

In small groups, students discuss the questions. Encourage them to give examples of how their pets communicate with them and to describe how things would be different if they couldn't communicate. Students might also think about what animals do when they are in danger. When students have some ideas, appoint a spokesperson from each group and ask them to summarise their discussion for the rest of the group. Hold a discussion in open class to expand on any interesting ideas.

12 Write

BACKGROUND INFORMATION

Techno: This is a type of fast, electronic dance music with a regular beat.

Green Day: This band, from California, USA, are a pop/punk band and have released albums called *Dookie* (1994), *Warning* (2000) and *Shenanigans* (2002).

- a** The planning for this exercise can be done in class and the writing can be set as homework. Ask students to read the composition quickly and answer the question (*No, Rebecca moved last year*).
- b** Ask students to read the composition again and find the two tenses she uses (present perfect and past simple). Discuss the structure of the text – the first paragraph is about how they met, the second and third paragraphs are about things that happened a few years ago and also about the situation now.
- c** Students think of one of their good friends and write a similar text about him/her. Remind them about the tenses they should use. In a subsequent lesson, encourage students to read each other's descriptions and vote on the most interesting or use them for a peer correction exercise.

Memo from Mario



Communication

Two contrastive present perfect / past simple activities

1 Enjoyable (or not) things

- ▶ Ask the students to work on their own and list things they have done so far this week under these three headings:

Things I enjoy

I've been to the swimming pool a couple of times.

Neutral things

I've been to my grandma's house twice.

Things I don't enjoy

I've been to school every day.

- ▶ Ask the students to write two or three sentences under each heading. Make it clear to them that they should use the present perfect and that there should be no time words in the sentences.
- ▶ Go round helping with vocabulary.
- ▶ Ask the students to get up, mingle, and compare the things they like doing and those they don't.
- ▶ Then elicit an example dialogue with a stronger student, e.g.

Student: *I've been to the swimming pool a couple of times.*

Teacher: *When did you go?*

Student: *I went on Monday and on Thursday.*

- ▶ Repeat this sequence with a couple more students and make sure that they understand the difference here between the present perfect and the past simple.
- ▶ Ask a student to take over your role in the dialogue.
- ▶ Have several students take on the past simple questioning role.

RATIONALE

The idea of the three emotional categories is to focus the students' minds on the 'nowness' of the present perfect even though they are thinking about the preceding week.

They may need new vocabulary so your presence as a mobile dictionary is very important!

2 Present perfect chanting

- ▶ Many students from Indo-European languages want to use the present simple rather than the present perfect in sentences like *I am here since Monday*. The following chanting activity aims to help them *feel* the English pattern.

- ▶ In preparation, photocopy this text:

Why turn your face away?

I've loved you for an hour

I've loved you for a day

I've loved you for a week

I've loved you for a year

Why turn your face away?

What have I said wrong?

What have I done wrong?

Why turn your face away?

You've loved me for an hour

You've loved me for a day

You've loved me for a week

You've loved me for a year

Please turn your face this way!

- ▶ In class, give the students the text to read.
- ▶ Get them to stand up.
- ▶ Lead them in a choral reading in these ways:
 - In a slow whisper
 - In a fast whisper
 - In a low voice slowly
 - In a low voice fast
 - In a high voice
 - In a deep voice
 - In a loud voice
 - In a normal voice, but whispering the last word of each line.

- ▶ Pair the students and ask them to translate the text into their mother tongue. The point is for them to contrast the grammar point with their own language.
- ▶ Get one pair to write their translation on the board so you can check it with the whole class.
- ▶ Round off the activity by getting them to recite the text in canon. Divide the class into two groups. Group A starts reciting. As they begin the second verse, Group B starts reciting from the beginning.

Unit overview

TOPIC: Loyalty, faithfulness, friendship

TEXTS

Speaking and reading: a story about a faithful dog

Listening: a girl telling a story

Reading: a questionnaire about loyalty

Writing: a description of a friendship

SPEAKING AND FUNCTIONS

Discussing how a story ends

Discussing loyalty

LANGUAGE

Grammar: past simple vs. past continuous review;

Time conjunctions: *as/then/as soon as*;

past simple v past perfect simple

Vocabulary: friends and enemies

Pronunciation: linking sounds

1 Speak and read

If you set the background information as a homework research task, ask students to tell the class what they have found out.

BACKGROUND INFORMATION

Prince Llewellyn (1173-1240): Llewellyn the Great was ruler of Wales for 40 years, and led the country through a long power struggle with King John of England. On King John's death, the Treaty of Worcester made Llewellyn official king of Wales. He is now remembered more for the story of Gelert, his faithful dog. Most people do not believe the story to be true, despite the existence of Gelert's gravestone, which is thought to have been created in the 18th century as a tourist attraction.

- a** Students discuss the question and make a list of some fictional animals. Listen to some of their ideas in open class. Ask them which fictional animal they like best and why.

Possible answers

Pluto, Lassie, Mickey Mouse, Ratatouille, Aristocats, 101 Dalmatians

- b** Tell students they are going to read a story about a dog. Look at the pictures with students and ask them to guess what might happen in the story. Students match the phrases with the pictures.

There is some new vocabulary in the phrases, the meaning of which should be made clear by the pictures, but you may like to give further explanations of *watching over*, *cot*, *galloping*, *whimpering*, *swinging* and *greeting*.

Answers

1 d 2 c 3 e 4 a 5 b

- c** Students decide on the best order for the pictures, then try and tell the first part of the story. Circulate and help with vocabulary as necessary, but don't comment on their ideas at this stage.

Answers

d c b a e

- d** ▶ **CD1 T15** Play the recording. Students read and listen to check their answers to Exercise 1c.

TAPESCRIPT

See text on page 18 of the Student's Book.

- e** Divide the class into pairs or small groups and ask them to discuss how they think the story will continue. Listen to some of their ideas in open class, but do not comment at this stage. They will find out the end of the story in Exercise 3b on page 20.

2 Grammar

★ Past simple vs. past continuous review

Students covered these areas in Student's Books 1 and 2.

- a** Students read the sentences and identify the verb tenses. Point out the similarity in construction between the past continuous and the present continuous. Ask students what the difference is (the past continuous uses the verb *be* in the past).

Answers

past simple: heard; walked

past continuous: were riding; was waiting

★ OPTIONAL ACTIVITY

Ask students to read the text again and find further examples of the past simple and past continuous. During feedback ask students to tell you the infinitive and past participle of the verbs.

Answers

Past continuous: was sleeping

Past simple: watched over, turned, galloped, saw, jumped up, looked at, wasn't, looked, saw, ran, was, didn't think, took, swung, looked, didn't understand, lay down, died

- b** Read through the rules with students and ask them to complete the sentences.

Answers

past simple, when; past continuous, while

- c** Students complete the sentences using the correct form of the verbs in brackets. Encourage students to think about which action happened at a specific time in the past (past simple) and which action was happening continuously in the background (past continuous).

Answers

- 2 came, were watching ✓
- 3 phoned, was doing ✓
- 4 was playing, hit ✓
- 5 was surfing, found ✓
- 6 were walking, started ✓

* Time conjunctions

- d** Read through the example sentences. Check students understand that *as* is very similar in meaning to *while*, and *as soon as* is very similar to *when*. Point out that *as soon as* emphasises the fact that something happens immediately after something else has happened.

Answers

as = at the same time

as soon as = at exactly the same moment

then = the next moment

Language notes

If students are getting confused with the use of these time conjunctions, you may want to point out the following:

- 1 *As* and *as soon as* are two time conjunctions used in complex sentences. This means that there are at least two parts to the sentence. With *when*, *while*, *as*, and *as soon as*, there is no change in meaning if the order of the clauses in these sentences is changed. For example, *As soon as I got home, the phone rang*. This means the same as *The phone rang as soon as I got home*.
- 2 If the time conjunction is used at the start of the sentence, we commonly put a comma (,) between the two clauses.

- e** Read through the sentences with students. Check that they understand the time conjunction can be used at the beginning or in the middle of the two sentences and that the order of the sentences can be changed if necessary.

Answers

- 2 While I was walking, I heard a strange noise.
- 3 As I looked up, something hit me on the head.
- 4 As soon as the thing hit me, everything went black.
- 5 When I woke up, I was lying in a hospital bed.
- 6 As soon as I rang the bell, a nurse came to talk to me. ✓
- 7 While the nurse was talking to me, I fell in love with her.

* OPTIONAL ACTIVITY

Stronger classes: Students can write a few more sentences to finish the story. Give them the start of the story to help.

As soon as I was better, ...

Ask pairs to read out their sentences and vote on the best ending.

- f** Students complete the dialogue by putting the verbs in either the past simple or past continuous tense. In feedback ask a few pairs of students to read the different parts. Encourage students to act out the dialogue rather than simply read it.

Answers

- 2 had 3 happened 4 was singing 5 went
- 6 did you do 7 came 8 wasn't working
- 9 were fixing 10 started

Grammar notebook

Remind students to note down the rules for the past simple and the past continuous and to write a few examples of their own.

3 Speak and read

- a** **Weaker classes:** Write these words on the board: *prince, hunting, newborn, barking, galloped, waiting, jumped up, blood, cot, sheets, wolf*. Ask students to use the words on the board to retell the story of Gelert with their partner. Encourage them to use the past simple and past continuous as appropriate.
- b** ▶ **CD1 T16** Students read and listen to the second part of the story and find out what happened in the end. Elicit what mistake Llewellyn had made. (*Gelert had killed a wolf and saved the baby. Llewellyn felt very bad.*) Ask students if they enjoyed the story and if the ending of the story surprised them.

4 Listen

► **CDI T17** Tell students they are going to listen to a girl telling the story of Gelert. Students note five differences from the story they read. Play the recording and repeat if necessary.

Weaker classes: Write these sentences on the board before the listening:

Prince Llewellyn lived in Wales.

Gelert was looking after the Prince's baby son.

He heard loud barking coming from his house.

He took his sword and swung it at the dog.

He saw the body of a dead wolf.

Tell students to read the sentences and listen for five differences in the girl's story. Elicit some possible answers before playing the recording.

TAPESCRIPT

Girl: Our history teacher told us this really sad story the other day. It was about this Prince called Llewellyn who lived in Scotland. He had this dog called Gelert. He loved his dog and went everywhere with him. One day he went out hunting and left Gelert at home to look after his baby daughter. While he was hunting he heard a huge crashing sound come from his house, so he hurried home as quickly as he could. When he got there he found Gelert waiting for him covered in blood. The Prince ran into the bedroom and looked in the cot. The baby had gone. There was nothing but blood on the sheets. The Prince grabbed a knife from the table and killed his dog because he thought he'd killed his child. But just then he heard a baby crying under the cot. He lifted up the cot and found his baby. He also saw the bodies of two dead wolves. Then the prince realised that he had just killed the dog that had saved his son from the wolves. Well, obviously, the Prince was really upset so he had a huge ceremony to bury the dog and built him a big grave, which he visited every day until he died. It's a really sad story, but it made the history lesson much more interesting than usual.

Answers

- 1 He lived in Wales, not Scotland. ✓
- 2 Gelert was looking after his baby son, not daughter.
- 3 He heard loud barking, not a huge crashing sound.
- 4 He killed the dog with his sword, not with a knife.
- 5 He saw the body of one wolf, not two wolves.

5 Grammar

* Past simple vs. past perfect simple

Students covered the past perfect in Student's Book 2, Unit 13.

- a** Read the sentences with the class. Elicit the construction of the past perfect tense (*had* + past participle). Read the questions with the class and elicit answers. Point out that when we talk about an event in the past, we use the past simple. Then if we talk about something that happened *before* this event, we use the past perfect.

Answers

- 1 before 2 Gelert saved the baby's life

Weaker classes: Books closed. Present a situation of a famous person coming to a student's house for lunch. Ask students what they would need to do before he/she arrived, e.g. *go shopping, cook lunch, clean the house* etc. Now write on the board:

When Zac Efron (or other suitable famous person) arrived, I ...

Present and elicit possible endings to the sentence:
I had cooked lunch; I had cleaned the house.

Point out the structure of the past perfect (*had* + past participle) and its use. Give students other situations, e.g. other people coming to their house, and help them to construct similar examples. Students now open their books at page 20.

- b** Students find other examples of the past perfect in the story in Exercise 3b. Check answers.

Answers

had done, had been, hadn't killed, had hidden,
had saved

Students now read through and complete the rule.

Answers

past simple; past perfect

Language Note

The following might help students if they are having difficulties with the past perfect. Write on the board: *Llewellyn was heartbroken.*

Ask students to look at the sentence and identify which event happened before it (*he killed his dog*). Get students to write the two events in the correct order on a time line.



Write the full sentence underneath, using the past perfect: *Llewellyn was heartbroken because he had killed his dog*. Point out that when we use the past perfect, there is always another past event in the past simple.

- c** Students complete the sentences with the correct form of the verbs in brackets. If students find this difficult, encourage them to think about which event happened first. This is the event that is in the past perfect.

Answers

1 arrived, had left 2 had finished, turned
3 got, had eaten 4 had gone, got

- d** If you set the background information as a homework research task, ask students to tell the class what they have found out.

BACKGROUND INFORMATION

The University of Tokyo is a major research university in Tokyo, Japan. It has around 30,000 students and five separate campuses. It has been ranked as the top university in Asia and number 20 in the list of top universities in the world.

Shibuya Station is a train station located in Tokyo, Japan. With 2.4 million passengers on an average weekday in 2004, it is Japan's fourth busiest railway station.

Students complete the text with the correct tense of the verbs in brackets. Ask students to check their answers with a partner before checking in open class.

Answers

1 said 2 went 3 didn't return 4 had had
5 took 6 arrived 7 found 8 had escaped
9 had met 10 did

Grammar notebook

Remind students to note down the rules for the past simple and past perfect simple and to write a few examples of their own.

* OPTIONAL ACTIVITY

Tell students that you are going to read some information to them and that they should memorise it. Read the following once only.

John and Henry were planning a surprise party for Tina on Saturday afternoon. When Tina went to work at 9.00 on Saturday morning, John and Henry started preparing the party. They had six hours. At 9.30, John made a cake. At 10.30, Henry phoned

ten friends. At 11.00, they moved the furniture. At 12.00 they decorated the house. At 12.30, they bought some food and drink. At 1.00, they bought her a present. At 2.00, they chose some music. At 2.30, Tina's friends arrived. At 2.59, they all hid behind the furniture. When Tina arrived, she saw that her friends had ...

Ask students to write eight sentences describing what had happened during the day. Circulate and check students are forming the past perfect correctly. Prompt students with verbs if they cannot remember all the actions. Check answers.

6 Read and speak

Warm up

Write on the board:

My best friend is ...

a

b

c etc. (list the alphabet until *z*)

Ask students to work with a partner and write an adjective for as many letters as possible, for example, *amazing, brave, clever*, etc. Give students a time limit, say two minutes. Check answers and see which pair has the most adjectives.

- a** Ask students which adjectives from the warm up are real characteristics of a good friend. Elicit *loyal* and check students understand the meaning. Students read and complete the questionnaire. Help students with difficult vocabulary as necessary but leave detailed explanation until Exercise 7.
- b** Students check their answers with the key on page 126. Do they agree with the key? Ask students who is the most loyal person in the class.
- c** In pairs, students compare and explain their answers.

Language note

You may want to help students with appropriate language for the comparison of their answers. For example:

I answered ... for question ... because ...

Marco said ... for question ... while I said ...

I chose ... for question ... but Ana chose ...

* OPTIONAL ACTIVITY

Students discuss with their partners if they have ever been in any of the situations. Ask a few pairs to describe the situation they have been in and what they did.

7 Vocabulary

* Friends and enemies

Warm up

Tell students that there are several phrasal verbs in the questionnaire in Exercise 6 and see if they can find any examples. Explain that phrasal verbs are very common in English, especially in informal conversation. (See Language notes below.) Ask students if they know any other phrasal verbs.

Language note

- 1 Phrasal verbs are verbs with more than one word. They consist of a verb, e.g. *get*, and a particle (preposition), e.g. *up*. There are two types of phrasal verbs: separable and non-separable. This will be focused on in detail in Unit 16.
- 2 Separable phrasal verbs can have an object between the verb and the particle. For example, *take off* (something) = to remove clothing. *She took her jacket off.* ✓ or *She took off her jacket.* ✓ but not *She took off it.* ✗
- 3 Inseparable phrasal verbs must stay together. For example, *take off* = depart. *The plane took off at ten.* ✓ but not *The plane took at ten off.* ✗

Ask students to match the underlined verbs in sentences 1 to 6 with the definitions a or b. Encourage students to use the questionnaire to help them and to record the verbs in their vocabulary notebooks.

Answers

1 b 2 b 3 a 4 b 5 b 6 b

* OPTIONAL ACTIVITY

This activity works as a review of any new vocabulary. Students work with a partner. Ask one student in each pair to turn their back to the board. Write three items of vocabulary that students have recently studied on the board: *look up*, *tell* and *meet up*. Give students a time limit of a minute. Students must try and describe the word or phrase without using any of the words, e.g. for *look up* students might say 'a phrasal verb that means to get in touch'. The student who can't see the board must try and guess the word. When students have finished, ask them to change positions and write three new words or phrases on the board.

Vocabulary bank

Refer students to the vocabulary bank. Read through the words and phrases in open class and check understanding.

Vocabulary notebook

Encourage students to start a new section called *Phrasal verbs* and to note down the words from this exercise. They may find it useful to note down translations too.

8 Pronunciation

See notes on page 125.

9 Speak

Students write another question to test how loyal their classmates are. Encourage students to use the phrasal verbs they studied in Exercise 7. Students ask other students the question they wrote. Tell students to decide which of them is more loyal.

Weaker classes: Give students situations and ask them to choose one and write possible questions, for example:

You are invited to a party but your friend isn't. Do you ...?

Your friend gets a higher mark for a piece of homework. But it's a mistake. Do you ...?

Someone tells you that they don't like your friend. Do you ...?

* OPTIONAL ACTIVITY

Tell students that they are going to write a new questionnaire. In small groups, students choose an adjective to write questions about. For example, *Are you interesting/boring/happy/exciting?* Ask groups to think of five *yes/no* questions, for example, *Do you like going in fast cars?* / *Do you like doing dangerous things?* (for *Are you exciting?*) Give students time to write their questions, and then tell them to ask each other the questions. As feedback, ask students what they have discovered about their personalities.



Photostory What friends are for

10 Read and listen

Warm up

Introduce the characters to students. They are two boys, Tom and Nick, and two girls, Laura and Amy, from the same school. Ask students to describe the three characters in the photos and to guess what type of people they are. Tell students the characters will appear regularly later in the book.

Look at the picture with students. Ask students where the girls are and what they might be talking about.

- a** ▶ **CD1 T19** Students read the question and predict the answer. Pre-teach *throwing in, pass up on, envious, bound to*. Play the recording while students read the text and check their answer (Nick has given Laura the flowers to say thank you for letting him interview RapMan). Check answer in open class. If students have any questions about vocabulary, write the words on the board, but don't explain meaning at this stage.

TAPESCRIPT

See the photo story on page 22 of the Student's Book.

- b** Read through the questions. Students read the text again and answer the questions. Check answers in open class.

Answers

- 1 Because it's her mum's birthday and they are going out for dinner.
- 2 Because he knows Nick will be upset if Laura interviews RapMan.
- 3 No
- 4 To tell him about the RapMan interview.
- 5 They think it is very good.

11 Everyday English

- a** Ask students to locate the expressions 1 to 6 in the story on page 22 and decide who says them.

Students then match the expressions with the meanings. Go through the first item with them as an example, if necessary.

Stronger classes: Students can do this without referring back to the story.

Weaker classes: Students can refer back to the story.

Check answers.

Answers

- 1 c Laura 2 f Amy 3 e Laura 4 a Laura
5 b Tom 6 d Tom

- b** Ask students to read through the dialogue and complete the sentences. Go through the first sentence with them as an example, if necessary. Allow students to compare answers with a partner before checking answers in open class.

Answers

- 1 then 2 not especially 3 That's news to me
4 As a matter of fact 5 How could you?
6 the sooner, the better

Vocabulary notebook

Ask students to make a note of these expressions in an *Everyday English* section in their notebooks. Encourage them to use translations or other expressions from this unit to help them remember each one.

* OPTIONAL ACTIVITY

Stronger classes: Students can write their own short dialogues, using the expressions in Exercise 11, and act them out in front of the class. To vary this exercise, ask students to pause before saying the expressions and ask other members of the class to predict what they are going to say.

Weaker classes: They can act out the dialogue in Exercise 11.

Discussion box

Weaker classes: Students can choose one question to discuss.

Stronger classes: In pairs or small groups, students go through the questions in the box and discuss them.

Monitor and help as necessary, encouraging students to express themselves in English and to use any vocabulary they have learned from the text. Ask pairs or groups to feedback to the class and discuss any interesting points further.

12 Improvisation

Divide the class into pairs. Tell students they are going to create a dialogue between Nick and his mother or father. Read through the instructions with students. Give students two minutes to plan their dialogue. Circulate and help with vocabulary as necessary. Encourage students to use expressions from Exercise 10. Students practice their dialogue in pairs. Listen to some of the best dialogues in open class.

13 Making Waves

DVD Episode 1

- a** 1 Ask students to look at the picture, and elicit the kind of stories that the student journalists work on.
2 Discuss this question as a class.
- b** Students match the words with their definitions in pairs. Check answers.

Answers

- 2 a 3 f 4 b 5 c 6 e

- c** Play Episode 1 of the DVD. Discuss the questions with the class.

14 Write

Warm up

Students look at the photos. Ask students what they can say about Adam and Jessica.

- a** Students read the story and answer the questions.

Answers

They met in London. Jessica was run over by a car.

- b** This exercise can be set as homework. Ask students what they think of the story. Elicit the fact that the story doesn't have enough detail so it's not very interesting. Tell students that they are going to make the story more interesting by adding more details. Students answer the questions, adding as much detail as possible. Ask students for possible answers to the first few questions as an example.
- c** Students rewrite the story in 120–150 words. Encourage them to use:
relevant vocabulary from the unit
linking words like *when, while, as soon as, then*
appropriate tenses – past continuous, past simple, past perfect.

15 Last but not least: more speaking

- a** Ask students what sort of places they can meet new friends in. Ask them to read the first lines of the dialogues (1–4) and match them with the situations in the box.

Answers

1 At a party 2 At a social or sports club
3 Online 4 An introduction by a friend

- b** Ask students if they have met any new friends in the situations in Exercise 15a. In groups, ask them to discuss the advantages and disadvantages. Listen to their ideas in open class.
- c** Tell them to write a list of other places they can meet new people. Ask a spokesperson from each group to tell the rest of the class.
- d** Ask students to discuss the questions with a partner. Then repeat back to the rest of the class.

Check your progress

1 Grammar

- a** 2 left 3 didn't ... tell 4 haven't sent 5 has ... had
6 Did ... go
- b** 2 arranged 3 was visiting 4 forgot 5 didn't have
6 decided 7 was ... thinking 8 was beginning
9 looked 10 saw 11 was walking
- c** 2 weren't, had eaten 3 had gone, got 4 arrived,
hadn't started 5 took, hadn't finished 6 had ...
seen, saw

2 Vocabulary

- a** 2 lean 3 nod 4 look 5 make 6 Give 7 cross
- b** 2 says 3 tell 4 told 5 say 6 say

How did you do?

Students work out their scores. Check how they have done and follow up any problem areas with revision work for specific students.

Memo from Mario



A true friend

1 Introducing the unit

- ▶ One way to introduce the unit would be to do a word brainstorm on the board.
- ▶ Write *Friendship* in the middle of the board and have a student 'secretary' come to the front of the class.
- ▶ Ask the class to call out words that come to mind when they think about friendship.
- ▶ Ask them to try to call out words in English, but accept words in the students' mother tongue (in monolingual classes). The secretary writes these up.
- ▶ Help with any spelling problems.
- ▶ Give the brainstorm phase a reasonable time ... sometimes the later ideas are more interesting than the first ones.
- ▶ Ask the 'secretary' to rub out any mother tongue words and replace them with their English equivalents. The 'secretary' should draw on the knowledge in the group as much as possible. Only give the word if no one knows it.
- ▶ Group the students in threes and ask them to copy out the words on the board into their own 'idea groups'. Each idea group needs to be given a title or heading, for example 'Good times'.
- ▶ Get some of the groups to read out their idea groupings and to explain why they have grouped the words this way.

RATIONALE

Brainstorming is one way of getting students involved with the theme before they start dealing with an external text. It allows them time to socialise their thinking before reading and listening.

2 Past tense review

- ▶ This L1/L2 contrastive exercise deals with the past simple, past continuous and past perfect.
- ▶ Ask the students to each cut a sheet of paper into ten slips.
- ▶ Give them this sentence:
The driver went straight through the red light.
- ▶ Working individually, ask the students to write ten different possible reasons for this behaviour, e.g. *He hadn't slept well.*
- ▶ They write the first reason on their first slip of paper in English.
- ▶ They write the second reason on their second slip in their mother tongue.
- ▶ They write the third reason in English, and so on.
- ▶ During the writing phase go round helping with vocabulary and grammar.
- ▶ In the end, students should have five slips in English and five in their mother tongue.
- ▶ Each slip of paper carries a different reason.
- ▶ Explain that they are going to move round the room and try to find people who have thought of the same idea but written it in the *other* language. When they find this match, they exchange papers.
- ▶ Encourage them to exchange papers as frequently as they can, going from person to person. In a multi-lingual class, get students to explain their mother-tongue sentences to each other in English.

Unit overview

TOPIC: Jobs and work

TEXTS

Reading and listening: short texts about teenagers' career plans

Listening: a conversation about a dream job

Listening: a job interview

Reading: a story about happiness at work

Writing: a job application letter

SPEAKING AND FUNCTIONS

Discussing your future job

Discussing someone's ambitions

Giving advice

Roleplaying a job interview

LANGUAGE

Grammar: Present perfect simple and continuous; *should / ought to / had better*

Vocabulary: jobs and work

Pronunciation: /ɜ:/ short

Possible answers

public service: road sweeper, gardener, bus driver, police officer

entertainment: singer, comedian, magician, clown

health care: doctor, nurse, surgeon, ambulance driver

IT and media: programmer, technician, reporter, cameraman

legal: lawyer, judge, solicitor

finance: banker, clerk, accountant

management: director, manager, assistant manager, chief executive

Vocabulary notebook

Encourage students to start a new section called *Jobs*, and to note down the words from this exercise. They may find it useful to note down translations too.

* OPTIONAL ACTIVITY

Write the following on the board.

*road sweeper gardener comedian nurse
technician lawyer clerk police officer
footballer teacher*

In groups, ask students to order the jobs from highest to lowest paid. (Possible order: footballer, lawyer, comedian, technician, teacher, police officer, nurse, clerk, gardener, road sweeper.)

Ask students to work in pairs and discuss whether they think this is the right order (and whether it is fair). If they could decide how much to pay people, which of the jobs would they pay the most?

Encourage them to give reasons for their answers. As feedback, hold an open-class discussion to create a new order agreed by the whole class.

1 Vocabulary

Warm up

Books closed. To introduce the topic of jobs, ask students if they have thought about their future jobs. Ask a few students what they hope to do and write some of their ideas on the board. If students have few ideas, ask them which jobs they would *not* want to do. Ask them to give reasons for their choices.

- a** Books open. Look at the photos and ask students if they know the names of any of the jobs in the pictures. Explain that jobs can be grouped into different fields of work, and go through the fields in the box. Students match the words in the box with the pictures. Check answers.

Answers

A finance B entertainment C IT and media
D public service E education F management
G health care H legal

- b** Divide the class into pairs and give students time to think of two jobs for each of the fields. Circulate and help with vocabulary as required. List students' answers on the board during feedback.

2 Read and Listen

If you set the background information as a homework research task, ask students to tell the class what they have found out.

BACKGROUND INFORMATION

Teenagers and part-time jobs: Between the ages of 12 and 16, children in the UK are allowed to do paid work for a maximum of two hours per school day. They are not allowed to start work before 7am or finish after 7pm. Paper rounds are popular jobs with younger teenagers. They deliver newspapers to houses in the early morning or evening and are paid

by a local newsagent. Working in a shop or cafe is popular with older teenagers, and they might typically do a couple of evenings a week and/or all day on Saturdays. Babysitting is also popular with older teenagers (particularly girls) who take care of someone's baby or child while the parents are out (usually in the evening).

- a** Tell students they are going to read a web page where four teenagers talk about their part-time jobs. Students read the text to find out which fields the teenagers want to work in. Pre-teach difficult vocabulary: *volunteering, gig*. Let students compare answers in pairs and encourage them to give reasons for their answers.

TAPESCRIPT

See the text on page 26 of the Student's Book.

Answers

Abi: Management

Connor: IT

Tamanna: Legal

- b** ▶ **CDI T20** Check students understand the meaning of the sentences. Encourage them to answer the questions from memory before reading and listening again to check.

During feedback, ask students to justify their answers by quoting examples from the text.

Weaker classes: Before students look at the questions, you may want to play the recording again, pausing as necessary to highlight difficult language.

Answers

- 1 Abi hates working at Burger Barn.
- 2 Connor is leaving the shop soon.
- 3 Tamanna wants to do volunteer legal work.

Discussion box

Weaker classes: Students can choose one question to discuss.

Stronger classes: In pairs or small groups, students go through the questions in the box and discuss them.

Monitor and help as necessary, encouraging students to express themselves in English. Ask pairs or groups to feedback to the class and discuss any interesting points further.

* OPTIONAL ACTIVITY

If it isn't common for teenagers to do part-time jobs in the students' own country, ask them to discuss what part-time jobs they would like to have. They can also discuss the advantages and disadvantages of having a part-time job.

3 Grammar

* Present perfect simple vs. continuous review

- a** **Weaker classes:** Books closed. Write on the board:
I've read the Harry Potter books.
I've been reading the Harry Potter books.

You can substitute *Harry Potter* with more appropriate books if necessary. Ask students which person has definitely finished reading the books (sentence 1) and which person has not necessarily finished reading them (sentence 2). Elicit how to form each tense (present perfect simple: *have/has* + past participle; present perfect continuous: *have/has* + *been* + *-ing* form of verb).

Students now open their books at page 27 and follow the procedure for stronger classes.

Stronger classes: Ask students to read the examples in the book. Ask students which sentences talk about a completed action (*have learned; have bought*) and which actions are probably incomplete (*have been working; have been doing*). Elicit the construction of each tense and ask students to complete the rule.

Answers

simple; continuous

- b** Students underline other examples of the present perfect and the present perfect continuous in the text in Exercise 2b.

Answers

present perfect: ... *it's been*, ... *it's given me* ... ;
They've asked ... ; *I've got* ... ; ... *the boss has said* ... ;
present perfect continuous: *I've been volunteering* ...

- c** Students complete the sentences with the verbs in the box. Check answers, encouraging students to decide if the action is finished or unfinished.

Answers

2 written 3 been writing 4 read
5 been playing 6 been reading

- d** Ask students to read through questions 1 to 7 and match them with answers a to g. Then students complete the answers using the present perfect simple or continuous. Encourage students to think about whether the action has finished or is continuing into the present.

Answers

- 1 b – 've eaten
- 2 e – 's been arguing
- 3 g – haven't seen
- 4 f – Has he been working
- 5 c – Have you cleaned
- 6 d – hasn't been learning
- 7 a – haven't finished

Grammar notebook

Remind students to note down the rules for the present perfect simple and the present perfect continuous and to write a few examples of their own.

4 Speak

Explain that students should take turns to tell their partners about the different subjects on the page. Their partner should ask questions using the prompts and the present perfect simple or continuous. Remind students that some verbs, e.g. *have, know, be*, are not normally used in the continuous form.

LOOK!

Students read the Look! box. Elicit other verbs that are not normally used in the continuous form, e.g. *see, hear, want, prefer, like, love, hate, think, feel, forget, remember*.

Language note

Students may make the following pronunciation errors with the present perfect continuous tense:

If they don't hear the contracted auxiliary, students may produce sentences like: *I been reading*.

Students may think that the contracted *s* is *is* and produce sentences like: *He is been writing a letter*.

Been sounds like *being* so students may say: *He's being writing a letter*.

* OPTIONAL ACTIVITY

Ask each student to write four true facts about themselves in the present simple or continuous tense. For example:

I live in Bologna.

I want to be a doctor.

I am studying English.

Write a few sentences about yourself on the board and then add a sentence in the present perfect to explain how long these facts have been true. For example:

I have lived in Bologna since 1995.

I have been teaching English for ten years.

Ask students to write a sentence about their facts in the present perfect simple or continuous.

If students write each sentence on a different slip of paper, you can play a guessing game where students try to guess who wrote each sentence.

5 Pronunciation

See notes on page 125.

6 Listen

If you set the background information as a homework research task, ask students to tell the class what they have found out.

BACKGROUND INFORMATION

Shop assistant: someone who serves customers in a shop. This can be any type of shop from a supermarket (working on the cash till) to a clothes shop.

Supermarket shelf stacker: someone who works in a supermarket restocking the shelves. This is a popular part-time job, particularly with university students. Hours of work are flexible, and can be very early in the morning or late in the evening.

Babysitter: someone who looks after a baby or young child while the parents go out. The parents will usually put the child to bed before going out, but in some cases babysitters will feed the child and put it to bed.

Waiter: someone who serves customers with their food in restaurants or cafes.

Pet sitter: someone who looks after pets while their owners are away on holiday. This may involve daily feeding of animals or taking dogs for a walk.

Barista: someone who prepares and serves espresso-based coffee drinks.

Video game tester: someone who tries out new video games and provides feedback to the originator of the game on how good/bad they are. This is an ideal job for teenagers who like playing video games, as they can get paid to do it!

Homework tutor: someone who helps younger students with their homework. Many teenagers in the States earn extra money by doing this.

Warm up

Ask students if they have a part-time job or if they know anybody who has a part-time job. If they don't have a job, are they given extra pocket money for doing jobs at home? Ask if they have ever been to an interview, and listen to some of their experiences.

- a** Look at the jobs and activities in the box and check understanding. In open class, elicit possible questions that might be asked at an interview. Write any good ideas on the board.

- b** ▶ **CD1 T23** Tell students they are going to hear two teenagers talking about a job interview. Play the recording while students listen for the answers to the questions. Tell them not to try to understand every word, but to listen for the specific information required to answer the questions. Check answers.

TAPESCRIPT

Chloe: Hey Ryan! How did the interview go?

Ryan: Pretty well, Chloe. I'm pretty sure I'm going to be the new barista at Starpounds, you know making the coffee.

Chloe: Let's hope so. So what did they ask you?

Ryan: They asked how I'd heard about the job, and if I'd seen the advertisement in the Gazette. I said no, my mate told me there were always people leaving, so they must need somebody.

Chloe: What? You shouldn't give answers like that! Did they ask you about what experience you have?

Ryan: Yeah, I said I've never actually made a cup of coffee, but I'll learn in a couple of weeks or so.

Chloe: I don't believe it! What else?

Ryan: Let me think ... What hours could I work. I said I was useless in the mornings, so they'd better give me afternoons because I'd only be late most of the time otherwise.

Chloe: No way! You're joking, aren't you?

Ryan: I don't know what you mean. They loved me. They asked me why I wanted to work for Starpounds.

Chloe: And you said you'd heard it was a great place to work?

Ryan: No, I said I'd heard it was a really easy job and the money was good.

Chloe: You can't be serious! You ought to go back and say sorry.

Ryan: Why? On the way out I asked them if they wanted me to fill in an application form, but they said it wasn't necessary. That means I've got the job, right, Chloe?

Chloe: Ryan, there's something you should know about job interviews ...

Answers

Barista, probably not

- c** ▶ **CD1 T23** Read through the questions with students, highlighting any difficult vocabulary. Get them to repeat the questions, paying attention to the intonation. Play the recording while students

listen and tick the questions that Ryan is asked. Allow students to compare answers with a partner before feedback. Play the recording again, pausing as necessary to clarify any problems.

Answers

Questions 1, 2, 4 and 6 are mentioned.

- d** ▶ **CD1 T23** Ask students to make a note of Ryan's answers to the questions. Then play the CD for them to check their answers.

OPTIONAL ACTIVITY

For further practice of the jobs in Exercise 6a, ask students to ask and answer questions in pairs, e.g.:

A: In which job do you work in the dark?

B: Cinema usher

A: In which job do you look after animals?

B: Pet sitter.

7

Grammar

* *had better / should / ought to*

Students covered this area in Student's Book 1.

Weaker classes: Give students a copy of the tapescript from Exercise 6b. Ask students to underline the sentences in the dialogue where Chloe or Ryan are giving advice. Point out the different verb forms used in each case: *should*, *ought to*, *'d better*.

Stronger classes: Books closed. Ask students what advice they would give Ryan about interviews. Encourage students to use *should* in their answers. Ask if they know other phrases that have similar meanings to *should*. Students now open their books to page 28.

Possible answers

You should smile. You should wear smart clothes. You should look interested.

You should offer to work hard. You shouldn't ask for more money.

- a** Ask students to read the examples, then complete the rule. Go through the *Look* box with students. Point out that with *you*, we use *had better* for giving strong advice or indicating that something is the right thing to do, e.g. *You'd better see a doctor about that*.

★ OPTIONAL ACTIVITY

Write these sentences on the board:

- 1 I'd never been to England before last year.
- 2 He's thinking about the question.
- 3 I think we'd better go home now.
- 4 It's been raining all day.
- 5 I'd like a drink.
- 6 She's not here – she's gone shopping.

Ask students to identify the contractions in each sentence. Check answers and that students understand which constructions are being used in each sentence.

Answers

- 1 had – past perfect
- 2 is – present continuous
- 3 had – had better
- 4 has – present perfect continuous
- 5 would – would like
- 6 is, has – present simple, present perfect

Language notes

- 1 *Should* and *ought to* are modal verbs. You may want to remind students about some common features of modal verbs:
There is no infinitive, e.g. ~~to should~~
There is no third person, e.g. ~~shoulds, oughts to~~
Question forms are constructed by inversion, e.g. *Should I ...? Ought I to ...?* not ~~Do I should ...?~~
The negative form of *ought to* is *ought not to* (or *oughtn't to*).
- 2 Make sure students are not saying *should to go*.
- 3 *Had better* is used with *you* to give strong advice. When we use *had better* with *I* or *we*, we commonly indicate an intention, e.g. *I'd better go to bed* implies that I am going to bed. *Had better* can imply a threat and therefore is not appropriate for giving polite advice.

- b** Students complete the sentences with the correct form of *should*, *ought* or *better*. Encourage students to use *had better* only when giving strong advice.

Answers

- 2 ought 3 'd better or should 4 shouldn't
5 better not (see Language note about *had better*) 6 ought

- c** Divide the class into pairs. Ask students to look back at the interview in Exercise 6b and decide what answers he should give next time. Circulate and help with vocabulary as necessary. Listen to some of the best answers in open class as feedback.

Grammar notebook

Remind students to note down the rules for these structures and to write a few examples of their own.

8 Speak

Tell students they are going to practise giving advice. As an example, you may like to invent a problem for yourself (e.g. your neighbour has a lot of very noisy parties) and elicit advice from students.

Divide the class into pairs. Student A reads the problems on page 28 and gets advice from student B. Student B reads the problems on page 126 and gets advice from student A. Monitor and help students with vocabulary as necessary. Ensure students are using modal verbs correctly.

Regroup students so that students are with a partner of the same letter. Students compare the advice they were given and decide which was the best advice. As feedback, listen to some of the advice in open class and ask students to choose the best advice.

★ OPTIONAL ACTIVITY

To approach this activity in a different way, give each student one problem. Tell them to get advice from the other students in their group and note down their answers. If space allows, students can stand up and mingle for this activity. After a given period of time, perhaps five minutes, ask students to tell the rest of the class which was the best piece of advice they were given.

9 Vocabulary

★ Jobs and work

- a** ▶ **CDI T24** Weaker classes: Put students in small groups and give each group five expressions. They match the five expressions (using a dictionary if necessary). Monitor and check that the groups have the correct answers. Students then sit with someone who has different expressions and peer teach their partner.

Stronger classes: Students match the expressions with the definitions. Encourage students to match as many as possible before using dictionaries. Students check answers in pairs before listening to the CD to check. Play the CD again for students to repeat.

Answers

- 1 h 2 g 3 j 4 a 5 c 6 i 7 e 8 f 9 d 10 b

Get it right!

Refer students to the Get it right! section. These exercises can be used as homework or for fast-finishers.

Vocabulary notebook

Students can add these words to their word map on *work* under appropriate headings:

Verbs: to apply for a job, to get promoted, to get fired, to resign, to work overtime

People: trainee, employee/employer

Nouns: qualifications, salary, (do) work experience

Adjectives: part-time/full-time job, unemployed

* OPTIONAL ACTIVITY

Stronger classes: Point out the suffixes *-er* and *-ee* in *employer* and *employee*. Ask students to write words and their meanings using the suffixes and the words *train* and *interview*.

Answers

trainee – someone being trained

trainer – someone training

interviewee – someone being interviewed

interviewer – someone interviewing

- b** Students complete the questions using the expressions. Check students use the correct form of the words as necessary, e.g. verbs without *to*, plural forms of nouns.

Answers

2 unemployed 3 salary 4 apply for 5 resign

6 part-time 7 employees 8 qualifications

9 employer 10 trainee

Language note

In general, *wages* are paid on an hourly, daily or weekly basis and the term is often used to describe money earned by temporary employees. A *salary* usually refers to money earned in a month or a year and describes the amount of money earned by permanent employees.

Vocabulary notebook

Encourage students to note down the words from this exercise in the *Jobs* section of their notebook. They may find it useful to note down translations too.

10 Listen

▶ **CD1 T25** Tell students they are going to listen to a job interview. Play the CD while students take notes under the headings. Point out that students do not need to write full sentences. Students check answers with a partner. Check answers with the whole class and play the recording again, pausing as necessary. Check students understand the tenses the interviewee generally uses to talk about his past experience (past simple) and his present job (present perfect and present perfect continuous). Ask students if they think the interviewee will be successful (probably).

TAPESCRIPT

Interviewer: So tell me – why do you want to design our website?

Boy: Well ... I look at your website a lot because there's a lot of interesting stuff on it. But sometimes I think it could be ... well, a bit more stylish. I mean, it's good, but I've got some ideas of how to make it better.

Interviewer: Well, great, we appreciate new ideas. I see from your CV that you have experience as a computer sales assistant.

Boy: Yes, I've been working at TechWorld on Saturdays for a few months. I started out just stocking shelves, but now I give advice to people who come in to buy computers.

Interviewer: And you've done some work on web design with your father? Where did you learn how to do that?

Boy: I taught myself, really. I've been interested in computers for years. I helped my dad do a website for his own snack food company.

Interviewer: Excellent. I'll take a look at that. So, you don't have any qualifications yet, as you're still at school, is that right?

Boy: Well, I took my IT exam early and I got an A. I'll do my diploma at college next year, and then, hopefully, go to university.

Interviewer: Great, well, good luck with that. So let's talk more about the job. We're looking for somebody to work part-time on improving our website, perhaps four hours a week. We would pay you by the hour. How much do you think you would want?

Boy: Well, I haven't thought about the money, really. I'd just like to get some experience ...

Answers

Job wanted – website designer

Experience – Saturday job at TechWorld (a computer shop) for a few months; helped his Dad do a website for his own snack food company

Qualifications – did IT exam early and got an A

Current job – Giving advice to customers at TechWorld

11 Speak

Tell students they are going to roleplay a job interview. In pairs, they should decide who is the interviewer and who is the applicant. The interviewer should prepare the questions and the applicant should choose a job and prepare the answers. Remind students to use appropriate tenses to talk about their experience.

Weaker classes: Put the students in small groups of interviewers and applicants. Students prepare the role with their group before roleplaying with a partner from a different group. Students could also write the dialogue of their interview before speaking. Encourage them to use their written work as little as possible.

Students roleplay the interview and then change roles. Ask a few pairs to act out their interviews for the class. Ask the class to decide if the applicant should get the job.

Answers

Interview questions:

Why are you applying for this job?

What kind of qualifications do you have?

What salary are you expecting?

What kind of job are you doing at the moment?

* OPTIONAL ACTIVITY

Stronger classes: If your students enjoy this kind of activity, you can use the following ideas for different interviews. Tell the applicants that they:

- i) should exaggerate their experience as much as possible *or*
- ii) are feeling really nervous about the interview.

Tell the interviewers that:

- i) the applicant arrived really late *or*
- ii) this is their fifth interview today and they are really bored.

Fiction in mind

12 Read and listen

If you set the background information as a homework research task, ask students to tell the class what they have found out.

BACKGROUND INFORMATION

Singapore (population c.4.9 million) is an island city/state in South-East Asia. As part of the British Empire, Singapore grew from a small island in the early 19th century to become an important commercial and military centre. It is now the fifth wealthiest country in terms of GDP per person and the tenth most expensive city in the world. It is a major stop on many sea and air routes, and a popular tourist destination.

- a** Ask students what reasons people might have for not being happy at work. To introduce the topic, students may be interested to hear what you like

and dislike about your job. Ask students to discuss in pairs, then write some of their ideas on the board.

- b** Tell students they are going to read the first part of a story about a man who is unhappy at work. Students read the text and answer the question. Encourage them to work without help from you or a dictionary. Check answers.

Answer

The other workers have bad feelings towards him.

- c** ▶ **CD1 T26** Students read the extract again and listen. Then they answer the questions and compare answers with a partner before feedback. Go over any difficult vocabulary.

Answers

- 1 They are jealous because he has risen quickly in the company and they have been there for years doing the same job.
- 2 Because he needs to be able to trust their advice.
- 3 He is in love with her.
- 4 Because it doesn't look good.
- 5 In order to clear his thoughts.

- d** In pairs, students discuss what the book may be able to do. Elicit the answer that the book can read people's thoughts. Ask them how they think Chester will use the book and how they would use the book. Whose thoughts would they like to read?

Possible answer

The book can read the thoughts of other people. Chester might use it to read the thoughts of his colleagues at work.

Discussion box

In pairs or small groups, students discuss the question in the box. Monitor and help as necessary, encouraging students to express themselves in English. Ask pairs or groups to feedback to the class and discuss any interesting points further.

13 Write

- a** The planning for this exercise can be done in class and the writing can be set as homework. Tell students that the letter is a formal job application and it displays formal letter-writing conventions in English. Point out that these are very important when writing a letter in England. Students read the letter quickly and find the job Sophie is applying for (website designer).
- b** Read the questions together and check understanding. Students read the letter again and

answer the questions. Check answers and elicit differences between English conventions and those in students' L1.

Answers

- 1 She puts her name at the bottom, under her signature. She puts her address in the top right hand corner.
- 2 She puts the date under her address, telephone number and email.
- 3 She starts the letter with *Dear Sir*. If you know the name of the person you are writing to you, write *Dear Mr Clark* or *Dear Miss/Mrs Jenkins*, and end with *Yours sincerely ...*
- 4 The first paragraph talks about her reasons for writing.
- 5 She uses phrases such as *First of all*, *Secondly*, *Lastly* and starts a new paragraph for each main reason.
- 6 She ends the letter by explaining how she can be contacted, then uses the formal phrase *I look forward to hearing from you*.

- C** Students choose an advertisement from Exercise 11 and write a letter of application using formal letter-writing conventions. Encourage students to use appropriate vocabulary and organise the paragraphs describing their relevant experience. In a subsequent lesson, encourage students to read each other's letters and decide if they are good enough to get an interview.

* OPTIONAL ACTIVITY

Students can make up their own advertisements and write an appropriate letter of application for one of their classmates' advertisements.

Vocabulary notebook

Encourage students to note down the expressions from Exercise 13 and to use them whenever possible in their writing.

Memo from Mario



A working life

1 A follow-up exercise to Exercise 6 Listen

- ▶ Here you have a follow-up exercise to Chloe and Ryan's dialogue on page 34 in which the students re-create the dialogue in their own way.
- ▶ In preparation, photocopy the second half of the text on page 34, from Chloe's line *What? You shouldn't give answers like that!* to the end.
- ▶ In class give out the text and ask students to read it.
- ▶ Ask the students, working on their own, to write three sentences describing what sort of person Chloe is and three sentences describing Ryan.
- ▶ Ask them to read their sentences to each other in groups of four.
- ▶ Now ask students to stand up. Tell them that people who feel more like Chloe should go to one end of the room, and that people who feel more like Ryan should go to the other. This is a Forced Choices exercise – they must make a decision one way or the other.
- ▶ When they have moved to their end of the room, ask them to talk to people near them about how they feel about the Chloe/Ryan contrast.
- ▶ Put the students in groups of three. One person in each group is the theatre director, one person acts Chloe's part and one person acts Ryan's.
- ▶ To further familiarise themselves with the text, get the students to mumble the dialogue through to themselves two or three times.
- ▶ Allow ten minutes for the students to rehearse their scene. It is up to the director to get them playing the scene the way they want, e.g. positioning of the actors, how they relate to each other, the kind of voices they speak in, etc. Make sure they rehearse the dialogue at least three times.
- ▶ Pick two or three groups to come to the front and act out their scenes.

RATIONALE

The characterisation in this dialogue is so clear that it is worth allowing students to enjoy it more by stepping into role.

2 A follow-up exercise to Exercise 12 Write

- ▶ A nice tweak to the letter of application in Exercise 12 is to ask the students to do exactly what the authors suggest, but to build in a couple of things which are not true about themselves. Suggest that they choose interesting and subtle things to get wrong!
- ▶ Once the letters are written it is fun to let students read each other's, and try to suss out the misinformation. This little trick, which I learnt from Andrew Wright, adds sauce to the dish.

Unit overview

TOPIC: future and cutting-edge technology; living to a great age

TEXTS

Reading and speaking: an article about challenges facing the human race

Listening: a programme about the secrets of long life

Listening: song: *Live Forever* by Oasis

Writing: a composition about life in the future

SPEAKING AND FUNCTIONS

Discussing problems

Discussing teenagers

Making predictions

Talking about stressful situations

LANGUAGE

Grammar: making predictions with *will*, *might* and *be likely to*; first conditional with *if* and *unless*

Vocabulary: time conjunctions: *if/unless/when/until/as soon as*; verbs with prepositions

Pronunciation: weak and strong forms of prepositions

enriched the world of music, and increased the usefulness of computers for everyone.

Warm up

Ask students how many of them are worried about the future of the human race. Listen to some of the reasons for their concern. Divide the class into pairs and ask student A to be pessimistic about the future and student B to be optimistic. Tell them to make notes about what they think will happen in the future. When students have some ideas, hold an open class discussion. What do they think will be our biggest challenges in the future?

- a** Read through the list of problems with students and ask them to list them in order of importance. If necessary, pre-teach *solar energy*, *virtual reality*. Students work individually to make a list. Hold a class vote to decide on a group list. Encourage students to give reasons for their answers but do not comment at this stage.
- b** Students read the text to find which of the problems are mentioned. Check comprehension and help with difficult vocabulary. Check answers.

Answers

Making solar energy much cheaper
Getting clean water to everyone
Developing virtual reality technology
Improving health care and medicine

- c** Students read the text again and match the titles to the paragraphs. Explain that one title is not used. Check answers and encourage students to give reasons.

Answers

1 C 2 A 3 E 4 B not used D

- d** ▶ **CD1 T27** Students listen and check their answers.

*** OPTIONAL ACTIVITY**

If you would like your students to do more close comprehension work on the text, then use the following true/false exercise. Ask students to correct the false sentences. The statements are in the order that they appear in the text. To make it more challenging, you could write them on the board in a different order.

1 Read and speak

If you set the background information as a homework research task, ask students to tell the class what they have found out.

BACKGROUND INFORMATION

Ray Kurzweil: Born in 1948 in New York, USA, Ray Kurzweil is widely regarded as one of the leading inventors of our time. His range of work is huge and includes the first machine to turn print to speech, the first music synthesiser and the first commercially successful speech-recognition technology. Kurzweil's website, www.KurzweilAI.net, is a leading resource on artificial intelligence with over 100,000 readers. He is author of *The Age of Intelligent Machines* (1990), a best-selling book which made many accurate predictions about the development of technology over the next few decades, including the importance of the computer. Overall, Kurzweil's inventions have involved major advances in computer science while also producing practical products that meet important needs. He has also started several very successful businesses to bring these inventions to the public. His inventions have helped disabled people,

- 1 Gene technology is getting more expensive. (False, it's getting cheaper.)
- 2 Nanobots are as big as a small baby. (False, they are small enough to go into our blood.)
- 3 Kurzweil thinks we can get more energy from the sun. (True.)
- 4 60 per cent of disease is caused by dirty water. (False, 80%.)
- 5 Kurzweil thinks we won't get bored. (True.)

Discussion box

Weaker classes: Students can choose one question to discuss.

Stronger classes: In pairs or small groups, students go through the questions in the box and discuss them.

Monitor and help as necessary, encouraging students to express themselves in English. Ask pairs or groups to feedback to the class and discuss any interesting points further.

2 Grammar

* Future predictions

- a** Books closed. Students think back to some of their predictions from the Warm-up exercise. Ask students which verb they used to make predictions about the future (will). Now students open their books to page 33 and complete the sentences using the text in Exercise 1.

Answers

1 are likely to 2 won't 3 will 4 might

- b** **Weaker classes:** Write on the board:

In ten year's time ...

Everyone has a computer.

People live for an average of 90 years.

You speak excellent English.

You are married.

Ask students to decide in pairs which of the events are certain (*will happen*), likely (*are likely to happen*), possible (*might happen*) or impossible (*won't happen*). Students now follow the procedure for stronger classes.

Stronger classes: Students complete the chart. Check answers and summarise the main points about the scale: *will* and *won't* are at opposite ends of the scale (100% and 0%), *might* and *might not* are in the middle, and *is (not) likely to* and *will probably / probably won't* have similar meanings.

Answers

1 will 2 will probably, is likely to
3 might 4 might not
5 probably won't, isn't likely to 6 won't

Language note

Remind students of the difference in word order between the positive and negative of *will*:

I will probably go but in the negative *I probably won't go*.

- c** Students read the sentences and decide if the speaker in these situations is sure or not sure about something happening. Check answers.

Answers

1 'll 2 might not 3 might 4 won't

- d** Read through the example with students. Students rewrite the second part of the sentences using the word in brackets. Check answers and make sure that students are using *be* appropriately with *likely to*.

Answers

2 He isn't likely to win. 3 The traffic will probably be bad. 4 He's likely to fail.
5 It probably won't rain tomorrow.

- e** Ask students to look at the pictures. Read the first statement and ask students if they think this will happen in the future. Ask a few students for their opinion. Refer students to the language for making predictions in Exercise 2b. If students are having difficulties, do a second example together. Then students make predictions for the rest of the statements. Ask a few pairs to tell you their answers.

Weaker classes: Students can write sentences about their predictions.

Grammar notebook

Remind students to note down the rules for future predictions and to write a few examples of their own.

3 Listen and speak

- a** Students answer the question. Encourage students to say who the person is, e.g. a relative or a friend.
- b** Check students understand the items in the box. Ask students to decide which items they think help people to live longer and which do not. Encourage students to discuss the activities with their partner and give reasons. Check students' ideas and discuss the most interesting activities but do not give the answers at this stage.

- C** ▶ **CD1 T28** Play the recording while students listen and tick the activities mentioned. Play the recording again if necessary, pausing after each speaker. Check answers.

TAPESCRIPT

Presenter: Hello and welcome to 'Issues'. Now, with some scientists saying that the average life expectancy will soon be 120, this week we're looking at the topic of longevity and at some of the things that we can do to help us live a little longer. As usual, we've been out on the streets to find out what you think. So, just what is the secret of a long life?

Speaker 1: How to live a long and happy life?

Money. Not too much, but enough so that you don't have to worry about it. You'll always be worried if you're short of money. And too much worrying is the quickest way to an early death I can think of.

Speaker 2: I think the secret of a long life is getting plenty of sleep. Sleep is the only way for your body to shut down for a while and recover from all the stress it gets every day. It keeps you healthy in body and mind.

Speaker 3: Someone once told me that laughter is the best exercise you can get. It's excellent exercise for your body and your mind – the two things you really need to look after if you want to live for a long time.

Speaker 4: There are two things that I do that help me in my everyday life. I go to the gym five times a week and then I do some meditation most days. The exercise at the gym keeps my body healthy and the meditation helps relax my mind. I'll hopefully live to a good age, if I keep doing these exercises.

Speaker 5: I think good friends keep you young. If you've got someone to share your problems with then life doesn't seem so serious. If I always have good friends around me, I'll live to be a hundred, I'm sure. And if you haven't got any friends, get a dog. They're almost as good.

Speaker 6: As the song says, 'don't worry, be happy.' Unless you look for the good things in life, you'll never be happy. And if you're not happy, why would you want to live until you're 100 anyway?

Answers

doing exercise sleep having a pet money
laughter friendship

★ OPTIONAL ACTIVITY

In pairs, students discuss ways in which old people do things differently to young people. Listen to some of their ideas in open class. Ask them if they will live their lives differently when they are old. Encourage them to use future tenses in their answers.

4 Grammar

★ First conditional review, *if* and *unless*

Students covered the first conditional in Student's Book 1, Unit 12.

- a** ▶ **CD1 T28** Read through the sentences with students. Explain that *unless* means *if ... not*. Ask students to try to choose the correct form of the verb in each clause of the sentence from memory. Play the first part of the programme for them to check.

Answers

1 'I'll always be, are 2 'I'll hopefully live, keep
3 I always have, I'll live 4 look, you'll never be

- b** Students choose the correct words in the rules.

Answers

1 in the present or future 2 present simple
3 a future form

Language notes

- 1 Students often try to use *will* in both parts of the first conditional, e.g. *If it will rain tomorrow, I will stay at home*. Point out that the present simple is used after *if* or *unless* in the first conditional.
- 2 Remind students that the *if* phrase can come first or second in the sentence but the present simple tense always goes with the *if* phrase.
- 3 Remind students to use the contracted form in conditional sentences as it is more natural.

- c** Students complete the sentences with the verbs in the box. Go through the first example with students and point out that one verb in each sentence must be in the present simple and the other is formed with *will*.

Answers

1 aren't 2 leave, won't get 3 'I'll email, want
4 won't call, want

- d** Students construct first conditional sentences. Do the first sentence together as an example. Point out that students should use *unless* instead of *if ... not*. Check answers and make sure students are using

the correct tenses. Tell students there may be more than one possibility.

Answers

- 2 If you don't come and eat your pizza now, there won't be any left. *or* Unless you come and eat your pizza now, there won't be any left.
- 3 If you're tired, I'll do the washing up.
- 4 If you don't slow down, you'll crash the car. *or* Unless you slow down, you'll crash the car.
- 5 I'll buy you a new bike if you pass all your exams.

Grammar notebook

Remind students to note down the rules for making first conditional sentences and to write a few examples of their own. They may find it useful to translate sentences into their own language.

5 Listen

► **CD1 T29** Students read the questions. Pre-teach difficult vocabulary: *longevity, lack of stress, garlic, record*. Then play the recording. Students check answers with a partner before repeating the recording, pausing if necessary.

TAPESCRIPT

When I learned we were doing a programme on longevity, I decided to do a bit of research into people who have lived more than 100 years. And where better to start than with the person who holds the world record for the longest life ever lived, a French woman called Jeanne Louise Calment. When she finally died in 1997, Jeanne Louise was 122 years, 164 days old, beating the old record by two years.

So what were the secrets of her success? Well, for a start, she came from a family with a good record for long life. Her father lived to 93, her mother to 86 and her elder brother François lived to 97.

Jeanne Louise was also married to a very rich man so she had a comfortable life and didn't have to worry about money. I'm sure this lack of stress about money helped keep her healthy. She led an active life too. She enjoyed tennis, rollerskating, swimming and cycling - she was still riding a bike when she was 100. But not everything she did was what you would expect from the world's longest living person.

For example, most doctors agree that healthy eating is essential for a long life. However, when Jeanne Louise was asked about her longevity, she actually said her love of chocolate was part of her success! I'm sure this was one of the things that kept her happy.

So what did I learn from looking at the life of Jeanne Louise Calment? Well if your parents and

grandparents live to be old, you're more likely to have a long life yourself. That seems obvious. But I think the most valuable lesson is that unless you're happy with your life, you probably won't have the desire to live until you're 100. Jeanne Louise Calment seems to have really enjoyed her life. Maybe that's what kept her alive for so long.

Answers

1 a 2 c 3 a 4 b 5 c

6 Vocabulary

★ Time conjunctions: *if / unless / when / until / as soon as*

Students covered some of this area in Student's Book 2, Unit 3.

- a** Ask students to complete the sentences from the listening. Check answers and elicit the meaning of the conjunctions *when, until, and as soon as*. Point out that sentence 4 refers to a general truth and therefore uses present tenses in both parts of the sentence.

Answers

1 when 2 as soon as 3 until 4 if 5 unless

Language notes

- 1 Remind students that *unless* means *if ... not*.
- 2 Students may produce statements like ~~*Unless I don't work, I will ...*~~ Remind them that *unless* is always followed by a positive verb.
- 3 *As soon as* is similar to *when* except that it means *at the exact moment/time* something happens or will happen, e.g. *As soon I get home, I'll tell my brother.*
- 4 *Till* is an abbreviated form of *until* and is more common in conversation, e.g. *I'll work till 4.*

- b** Students choose the correct time conjunction in the conversations. Students check answers in pairs before feedback.

Answers

1 unless, until 2 if, unless 3 as soon as, when
4 until, as soon as

OPTIONAL ACTIVITY

Write on the board:

You'll get married ...

As soon as you get home today ...

When you pass your exams ...

Students complete the sentences about their partner. Ask students to read their sentences to their partner. Check students are using an appropriate conjunction. Ask a few pairs to read out their sentences and find out whether their partner agrees with their predictions.

Grammar notebook

Remind students to note down the rules for these time conjunctions and to write a few example sentences of their own.

* Verbs with prepositions

- c** Explain that many verbs in English often have a preposition after them, e.g. *listen to*. Point out that these verbs are not phrasal verbs – their meaning is more obvious than with phrasal verbs. Elicit examples of verbs like this that students know already, e.g. *listen to*, *depend on*, etc. Students complete the verbs with the correct preposition. Check answers and make sure that students understand the meaning of the verbs.

Answers

1 with 2 for 3 about 4 about

- d** Students complete the sentences with the verbs from Exercise 6c and the correct preposition. Check answers. Encourage students to write down the relevant preposition when they record verbs in their vocabulary notebooks.

Answers

1 argue with 2 worry about 3 revise for
4 think about

Vocabulary bank

Refer students to the vocabulary bank. Read through the words and phrases in open class and check understanding.

Get it right!

Refer students to the Get it right! section. These exercises can be used as homework or for fast-finishers.

7 Speak

- a** Ask students to decide how stressful the events in Exercise 6c are. Students give each verb a mark from 0 to 5. Students compare answers with a partner before feedback. Ask a few pairs for their

scores and discuss interesting comments with students. Encourage students to use appropriate language, e.g. *I think revising for exams is (much) more stressful than arguing with your parents.*

- b** Students work in groups to discuss other stressful things in life. If necessary, give students some ideas, e.g. doing exams, changing schools, family problems, arguing with friends, etc. Encourage students to suggest ways of making life less stressful.

Vocabulary notebook

Encourage students to start a section called *Verbs with prepositions* and to note down the words from this exercise. They may find it useful to note down translations of the words too.

8 Pronunciation

See notes on page 125.

9 Listen and speak

Warm up

Ask students if they know the rock band Oasis. Ask them if they have heard this song before or know any of their other songs. You might want to refer them to the 'Did you know?' box before they listen to it.

- a** Elicit that one way that pop stars 'live forever' is through their music. People will carry on listening to the music for many years after they have died, e.g. the songs of Elvis Presley are still listened to today as often as they were when he was alive.

- b** ▶ **CD1 T31** Ask students to read through the words of the song and discuss the meaning of *gonna* (*going to*). Play the recording while students follow the words and try and spot those that are wrong. Check answers with the class.

Answers

Line 3: *Cos I just want to fly*

Line 4: *feel the pain*

Line 8: *want to die*

Line 9: *want to breathe*

Line 10: *just don't believe*

Line 15: *All the things ...*

Line 16: *time to cry*

Line 17: *same as me*

- c** Explain that this is one person's interpretation of the song. It may be right or it may be wrong. Ask students to do the matching in pairs. Then check answers with the class. There might be some disagreement about the answers.

Answers

2 b 3 a 4 e 5 f 6 c

- d** Ask students whether they agree with the points made about teenagers. Listen to some of the students' ideas, and ask their classmates if they agree/disagree. In pairs, ask students to discuss whether they agree with the interpretation given of the song in Exercise 9c. If not, what do they think the writers are trying to say in the song? Are there any other possible interpretations?

10 Write

If you set the background information as a homework research task, ask students to tell the class what they have found out.

BACKGROUND INFORMATION

Chip: Also known as a *microchip*, this is a very small piece of electronic equipment, especially in a computer, that contains extremely small electronic circuits and can perform particular operations.

Parkinson's disease: First described by James Parkinson, a British surgeon, in 1817, this disease affects communication between neurons in the brain and the muscles, and therefore causes problems with coordination.

Students can do the preparation in class and the writing for homework.

- a** Read the title of the composition with students. Ask students to read the text quickly and see if the writer agrees (no).
- b** Elicit the basic organisation of a composition, e.g. introduction, argument/discussion and conclusion. Students read the composition again and find which paragraph matches each function. Check answers.

Answers

1 B 2 C 3 D 4 A

- c** Read the sentences with students and elicit that these are 'topic sentences', that is, they introduce the main idea for each paragraph.
- d** Tell students they are going to write a composition about one of the questions. Encourage them to plan their essay and to use the structure shown in the example text.

* OPTIONAL ACTIVITY

In a subsequent lesson, encourage students to read each other's compositions and vote on the most convincing.

11 Last but not least: more speaking

- a** Check students understand the predictions. Give them time to number them. Explain the meaning of 'near future' (quite soon).
- b** In pairs students compare their ideas and see if they agree with each other. Students think of other predictions for time frames 1–4. Listen to their ideas in open class. Check they use *never* correctly: *There will never be ... / People will never ...*

Check your progress

1 Grammar

- a** 2 have written 3 have ... seen 4 haven't been learning 5 has been snowing 6 haven't rented
- b** 2 will call, get
3 don't come, 'll miss
4 won't let, aren't
- c** 2 I might stay in tonight.
3 I probably won't finish this today.
4 He's likely to be hungry when he gets home.

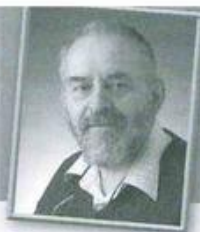
2 Vocabulary

- a** 1 unemployed 2 media 3 full-time
4 qualification 5 entertainment 6 health care
7 resign 8 employer 9 finance 10 education
- b** 1 as soon as 2 unless 3 until 4 when 5 If
- c** 2 about 3 about 4 for 5 for

How did you do?

Students work out their scores. Check how they have done and follow up any problem areas with revision work for specific students.

Memo from Mario



Live forever!

1 Future predictions

- ▶ Here is an activity on future predictions to follow those proposed by the authors.
- ▶ In preparation, read this paragraph and decide what sort of person the man being talked about is:

He will probably do another year's studying.

He won't go abroad.

He might marry his girlfriend.

He might not move out of the house he's living in right now.

He is likely to give up rickshawing.

- ▶ In preparation, write a predictive paragraph of your own about someone your students do not know. (My prediction is that your paragraph will be much more interesting to your students than mine would be – they know you).
- ▶ In class, dictate your paragraph and get the students to tell you about the person they imagine.
- ▶ Ask students to work on their own and write a predictive paragraph about someone they know, but who is not known to their classmates. It may help them if you remind them of the predictive forms by writing them on the board.
- ▶ Group the students in fours and ask them each to read out their predictions. The other three then speak about the person they imagine.

2 Conjunctions

- ▶ This very simple exercise will help you check how well students have grasped the conjunctions presented in the unit.
- ▶ In preparation, go into a relaxed state of mind in which you go from 'presenter teacher' to 'observer teacher'. Your main task will be to observe, listen and occasionally help.
- ▶ In class, write *if / unless / when / until / as soon as / till* on the board.
- ▶ Ask for a volunteer to come to the board and write a sentence including one of the conjunctions.
- ▶ Ask the student to read it aloud. If the sentence is incorrect, pause and give the student time to think ... wait and see if they are able to home in on the problem. If not, gently underline the place where the problem is. Maybe the student will then understand what is wrong.
- ▶ If they can't get it, turn to the class and wait. They may have useful suggestions.
- ▶ If nobody can correct the sentence write the correct version up yourself, silently.
- ▶ Repeat the above trial and error process with more students.

RATIONALE

This activity comes from the Silent Way and allows the teacher and the students to change roles. The teacher goes much quieter and the students are more centre stage. This change of role allows you to quietly observe some of their linguistic thinking.

Unit overview

TOPIC: Reality TV programmes, fame, social networking

TEXTS

Reading and listening: an article about reality TV programmes

Listening: an interview about fame

Reading and speaking: social networking sites

Writing: a report about friends

SPEAKING AND FUNCTIONS

Discussing reality TV programmes

Talking about rules in your home

Using extreme adjectives in descriptions

LANGUAGE

Grammar: *make / let / be allowed to*; modal verbs of obligation, prohibition and permission

Vocabulary: television; extreme adjectives and modifiers; making new friends

Pronunciation: /au/ allowed

1 Speak and read

If you set the background information as a homework research task, ask students to tell the class what they have found out.

BACKGROUND INFORMATION

The Amazing Race: This very popular US television show first appeared in 2001. It has since won seven Emmy awards in the United States, including all six 'Outstanding Reality Competition Program' awards. The same format has since been used in countries all around the world.

Warm up

Ask students to discuss the following questions in small groups:

How much television do you watch a week? Be honest! Which are your favourite/least favourite types of programmes?

Ask students to feedback on their answers. Write some examples of students' favourite and least favourite shows on the board and use them to pre-teach types of TV programme: *sitcom, soap opera*, etc. Finally, total the number of hours of TV watched by the class in a week: *Our class watches hours of TV a week.*

- a** Ask students if they ever watch TV on a computer rather than the TV. Do they think in the future we might access all programmes through the computer? Listen to some of their ideas in open class.
- b** Ask students if they recognise the TV show in the photo (see background information). Students predict what the text is about (*reality TV shows*) and discuss the activities of the people in the shows. Ask them about popular reality TV shows in their country.
- c** Students read the text quickly to check their answers. Encourage students not to look up every new word but just to read and get the general idea of the text.
- d** ▶ **CD1 T32** Read through the questions with the class. Students listen, read the text again and answer the questions. Ask them to compare answers in pairs before feedback. Play the recording again, pausing as necessary to check comprehension and clarify vocabulary.

Answers

1 b 2 e 3 c

Discussion box

Weaker classes: Students can choose one question to discuss.

Stronger classes: In pairs or small groups, students go through the questions in the box and discuss them.

Monitor and help as necessary, encouraging students to express themselves in English and to use any vocabulary they have learned from the text. Ask pairs or groups to feedback to the class and discuss any interesting points further.

* **OPTIONAL ACTIVITY**

Write these definitions on the board. Ask students to find words in the text which mean the same as the definitions:

- 1 a TV programme (show)
- 2 somebody who is training to do a job (apprentice)
- 3 somebody who lives in a house (resident)
- 4 a person who takes part in a TV programme (two answers) (contestant/participant)
- 5 a person who plans the production of a TV programme (producer)

2 Grammar

* make / let / be allowed to

Students covered some of this area in Student's Book 2.

- a** Books closed. Write on the board:

My parents let me ...

I am not allowed to ...

Ask students to complete the sentences with their own ideas. Give students three minutes to write examples and then ask them to compare sentences with a partner. Encourage them to check their partners' sentences for grammatical accuracy. Elicit that we use *let* to talk about permission and *not be allowed* to talk about prohibition.

Students open their books at page 41 and complete the sentences from the text. Ask students to try to complete the sentences without looking back at the text. Highlight the new structure *make someone do something*.

Answers

- 1 let people watch 2 are allowed to decide
3 are not allowed to ask for 4 makes us keep

- b** Ask students to read the rules and choose the correct option. Point out that *be allowed to* and *let* talk about similar ideas of permission.

Answers

permission; prohibition; permission; obligation

Language notes

- 1 Students may produce statements like *My dad let me to stay out late*. Remind them that in English we don't use *to* in the expression *let someone do something*.
- 2 Students may produce statements like *I'm allowed stay out late*. The expression *allow someone* is always followed by the infinitive with *to*.

- c** Read the sentences with students and check difficult vocabulary: *lend*. Do the first sentence as an example with students. Students complete the sentences with the correct form of *make*, *let* or *allowed to*. Encourage students to think about whether the speaker is expressing the idea of permission, prohibition or obligation to help them choose the correct verb. Students check answers in pairs before feedback.

Answers

- 1 are, allowed to 2 Do, make 3 let
4 make 5 Are, allowed to 6 am allowed to
7 let 8 made

3 Speaking

Read the items in the box and ask students to think about rules at home related to these things. Elicit the question forms *Are you allowed to ...?* / *Do your parents let you ...?* / *Do your parents make you ...?* Read through the example conversation with students and elicit answers to the same question about music. Ask students how to make the same question with *let* (*Do your parents let you listen ...?*). Students talk about the ideas in the box in pairs. In feedback, ask a few students to tell you about their partners' answers.

Weaker classes: Students can write their answers as preparation.

Grammar notebook

Remind students to note down the rules for *make*, *let* and *be allowed to* and to write a few examples of their own.

4 Vocabulary

* Television

BACKGROUND INFORMATION

Who Wants To Be A Millionaire?: This show is now made and broadcast in over 60 countries around the world. It is a simple quiz show where contestants answer multiple-choice questions in order to win money. The top prize in Britain is £1,000,000.

Soaps: In Britain soaps run for many years. The two most popular soaps are *Coronation Street*, started in 1960, and *EastEnders*, started in 1985. Both soaps have been broadcast every week since that time.

Friends: This sitcom started in 1994 and lasted for 10 years. It was about a group of friends living in New York. The programme was very successful and the actors who appeared in it have also become famous film stars.

Ask students to read the text through once before they complete it with the words in the box. If necessary, students check the meanings of words in a dictionary. Students check answers in pairs before feedback.

Answers

- 1 snow 2 presenter 3 contestant
4 audience 5 viewers 6 series 7 episode
8 Sitcoms 9 viewing figures 10 celebrities

Vocabulary notebook

Encourage students to start a section called *Television* and to note down the words from this exercise. They may find it useful to note down translations of the words too.

5 Pronunciation

See notes on page 126.

6 Listen and speak

- a** Explain that students will hear an interview on a radio show about fame. Read through the questions and ask students to work together with a partner and try to predict the answers that will be given.
- b** ▶ **CD1 T35** Students listen to the interview and check their answers to Exercise 6a. Tell students to take brief notes. Play the recording again to check answers, pausing as necessary for clarification.

TAPESCRIPT

Presenter: We're discussing fame today on *The Talk Spot*, and let's hear right away from our guests – Chris Taylor, who has written a book on teenagers and fame, and Heather and Jake, who go to different schools in London. We'll start with you, Heather. How about it? Do you want to be famous?

Heather: Of course! I want to be a superstar. I'm an absolutely fantastic singer! No, seriously, I mean, who would not want to be famous if they had the chance?

Presenter: Chris Taylor. What percentage of teens say they want to be famous?

Chris: Well, when I asked this question while I was doing research for the book, more than half of the teenagers put their hands up. And when I asked what they want to be famous *for*, they looked at me as if to say 'What are you talking about? I don't care *why* I'm famous – I just want to be famous.' They think you don't have to have a reason.

Presenter: Now Jake, you don't feel the same way as Heather. Why don't you want to be famous?

Jake: Well, because it's just not important to me. Too many people are famous for doing nothing, really. Take these people who win reality TV shows, for instance. They think they can do anything they want, then six months later, everyone's forgotten them. And even if you do deserve to be famous, you lose your private life. Britney Spears is a huge star, right? But we can all read about everything she does on the internet. I'd hate that – it must be really awful.

Presenter: Do you agree that fame brings problems, Heather?

Heather: Well, yeah, I know it can't be easy when you actually are famous, 'cos like Jake says the attention's on you the whole time. People are waiting for you to do something really stupid. I'd just want people to like my music.

Presenter: It sounds like you know how hard actually being famous can be, Heather. Chris, how hard do you think it is to become famous?

Chris: Well, firstly, I think Jake and Heather are absolutely right about the problems of fame. But also teenagers mustn't think that becoming famous is easy. For most people it takes a lot of very hard work, over a long period of time, to become a star. You have to practise a lot, and dedicate your time to your talent. Of course, a few people get really lucky and become famous overnight, but not many of these people stay famous for very long.

Presenter: Right. We'll take a short break, then we'll be back with more from *The Talk Spot* ...

Answers

- 1 More than 50%.
- 2 I don't care. I just want to be famous.
- 3 Because it's not important. Too many people are famous for doing nothing.
- 4 Yes

- c** ▶ **CD1 T35** Read through the sentences with the class and then play the recording again. Students decide if the statements are true or false, or if there is not enough information – you could ask them to correct the false ones. Ask them to compare answers with a partner before feedback.

Answers

- 1 T 2 T 3 F (He thinks they are famous for doing nothing.) 4 not enough information
- 5 F (She thinks it can't be easy.) 6 F (Not many people who become famous overnight stay famous for long.)

- d** Divide the class into pairs. Students make a list of ways to become famous and decide what people should do to keep their fame. Encourage them to think of examples to support their arguments. Students compare their answers in class discussion. Refer them back to the grammar in Unit 3 Exercise 7 (*should / ought to*) and encourage them to use the modal verbs.

* OPTIONAL ACTIVITY

You could ask students to do some research on the internet to find interesting information on this topic, e.g. how certain celebrities have become famous and what they have done to stay famous. Can they find any extreme examples of people desperately seeking fame? Ask them to report their findings in English in the next lesson.

7 Grammar

* Modal verbs of obligation, prohibition and permission

- a** Students read the examples from the interview and answer the questions. Check answers. Remind students that the negative form of *have to* (*don't have to*) is used to express a lack of obligation (= it is not necessary) and not prohibition.

Answers

1 c 2 a 3 b 4 d

- b** Read through sentences 1 to 6 together. Students match the pictures and sentences. Check answers and elicit whether each sentence indicates obligation, prohibition or permission.

Answers

- a 2 – obligation
b 1 – permission
c 3 – permission
d 6 – obligation
e 5 – prohibition
f 4 – prohibition

- c** Ask students to read the sentences before they complete them with the appropriate modal verbs in the correct positive or negative form. Remind students that there may be more than one possibility. Go through the first sentence as an example.

Answers

- 2 have to / must
3 can ✓
4 must
5 mustn't / can't
6 don't have to

Language note

Mustn't is often used in the same way as *can't* to express prohibition or something that is not allowed. For example:

You can't walk on the grass (because you are not allowed to) means the same as

You mustn't walk on the grass (because somebody says it is not allowed)

* OPTIONAL ACTIVITY

Ask students if they can remember some of the rules for the reality TV programme in the text, e.g. *You can't use mobile phones*. Ask students to write more rules for *The Amazing Race* or for reality TV programmes they have seen in their own country. Encourage students to use modals of obligation, prohibition and permission. In feedback, ask

students to read out their rules without mentioning the name of the show. Encourage other students to guess which show the rules are for.

Language notes

- Remind students of the correct use of *to* with these modal verbs:
I have to go now and not *I have go now*.
I must go now and not *I must to go now*.
- Students might want to use *haven't to* as the negative for *have to*. Remind them that the correct negative form is *mustn't*, e.g. *You mustn't eat that!* and not *You haven't to eat that!*

Grammar notebook

Remind students to note down the rules for these modal verbs and to write a few examples of their own.

8 Vocabulary

* Extreme adjectives and modifiers

- a** Students read the sentences from the interview. Check students understand the meaning of *huge* (very, very big), *fantastic* (very, very good) and *awful* (very, very bad). Tell students that these are examples of extreme adjectives.
- b** Students match adjectives 1–10 to their extreme forms a–j. Remind students that *very* + adjective is similar in meaning to the extreme adjective. If necessary, match the first few adjectives as examples. Check answers.

Answers

1 b 2 e 3 d 4 c 5 j 6 a 7 f 8 g 9 h
10 i

Language note

Words like *huge*, *fantastic* and *awful* are sometimes called *limit* or *extreme adjectives*. Normally, extreme adjectives are not used with *very*. Instead we use adverbs such as *really* or *absolutely*, e.g. *It's absolutely awful* not *It's very awful*.

Most extreme adjectives have an equivalent adjective, a *scale adjective*, which can be modified with *very*. For example, *very, very big* = *huge*.

Scale adjectives, e.g. *big*, *hungry*, etc. can be modified with *very* and *really*.

* OPTIONAL ACTIVITY

Write adjectives 1–10 from Exercise 8b on the board. But do not write the extreme adjectives. Students work in pairs and take it in turns to form the exchange:

A: I'm really, really hot! (I'm really, really + adjective)
 B: I'm boiling! (I'm + extreme adjective)

- c** Read the example sentences from the listening. Point out that adjectives that can have more or less of a quality can be modified with *very* or *really* but extreme adjectives are modified with *really* or *absolutely*. Students tick or cross the correct and incorrect combinations in the box.

Answers

really good ✓	very good ✓	absolutely good X
really great ✓	very great X	absolutely great ✓
really hot ✓	very hot ✓	absolutely hot X
really boiling ✓	very boiling X	absolutely boiling ✓

- d** Students complete the sentences with the correct adjective from Exercise 8b. Point out that more than one adjective may be possible when the modifier is *really*.

Answers

1 boiling 2 hungry 3 exhausted/tired
 4 small/tiny 5 hot/boiling 6 fantastic
 7 funny 8 bad/awful/terrible

Vocabulary bank

Refer students to the vocabulary bank. Read through the words and phrases in open class and check understanding.

Vocabulary notebook

Encourage students to start a section called *Extreme adjectives* and to note down the words from this exercise with their regular adjective equivalents. They may find it useful to note down translations of the words too.

9 Speak

Tell students that extreme adjectives can make language more dramatic and more interesting. Refer them to the examples. Students read the topics in the list and talk about their opinions using extreme adjectives and modifiers *really* or *absolutely*. In feedback, ask a few students to tell you about their partners' answers.

Culture in mind

10 Read and speak

If you set the background information as a homework research task, ask students to tell the class what they have found out.

BACKGROUND INFORMATION

The websites in the photos are all social networking websites. These are just a few of the most popular ones. There are hundreds of social networking sites in existence today, and new ones are springing up all the time. Basically, their purpose is to allow users to 'interact' over the internet, with the aim of building social relations among people who share common interests and/or activities. Commonly, the websites have a facility which allows you to contact old school friends or work colleagues. People use them for keeping in touch with people they see infrequently; contacting old friends; making new business contacts; finding girlfriends/boyfriends. Facebook, Bebo and Twitter are the most common websites worldwide. MySpace is most commonly used in the US.

Warm up

Books closed. As an introduction to this topic, ask students to work in pairs to discuss which websites they use most. Do they use the internet for information, entertainment, shopping or to contact friends? To get them started, tell them which websites you use most.

- a** Books open. Students look at the websites in the photos and answer the questions. Invite some students to explain their answers in open class.
- b** Read through the questions with students and ask them to work in pairs and discuss them. Circulate and help with vocabulary as necessary. Encourage them to make a note of their ideas.
- c** Tell students they are going to read about a website which originated in the United States. Students read the text and see how many of their ideas from Exercise 10b are mentioned. There is a fair amount of difficult vocabulary in the text, but encourage students to work without help from you or a dictionary at this stage. After feedback, you may want to read through the text again with students, pausing to check their comprehension of difficult words.
- d** ▶ **CDI T36** Check understanding of the questions. Students read the text again and listen. Then they answer the questions. Ask them to compare answers with a partner before feedback.

Answers

- 1 So that students can remember who they went to school with.
- 2 She put the logo of the website on a T-shirt.
- 3 It's not real, it's virtual.
- 4 The Cooks studied at university.

11 Vocabulary

- a** Briefly revise the grammar of phrasal verbs from Unit 2 Exercise 7. Read through the questions with students. Students match the expressions and the definitions. Check answers.

Answers

1 d 2 c 3 a 4 b

- b** Divide the class into pairs. Students complete the questions. Check answers, then ask students to ask and answer the questions with their partners. Encourage them to use the underlined expressions in their questions and answers. Listen to some of the dialogues in open class as feedback.

Answers

1 fit in 2 feel left out 3 join in 4 bond with

Get it right!

Refer students to the Get it right! section. These exercises can be used as homework or for fast-finishers.

Vocabulary notebook

Remind students to note down the words from this exercise in the *Phrasal verbs* section in their notebooks. They may find it useful to note down translations of the words too.

12 Write

- a** The planning for this exercise can be done in class, and the interviews and writing can be set as homework. Elicit the meaning of the headings from students. If the structure of this report is different from students' normal report writing style, explain that this is the common structure for reports in Britain (and many other countries).

Answers

First paragraph – Introduction
Second paragraph – Findings
Third paragraph – Conclusion

Ask students to read the model and highlight the following language for giving results: *More than half, About one out of four, the majority of ...* etc. Finally, point out that in the conclusion Ayşe has said what surprised her about her results.

- b** In pairs, students discuss Ayşe's report and try to think of questions she might have asked. Circulate and help with vocabulary as necessary. Listen to some of their ideas in open class as feedback.

Possible answers

Where do you hang out with your friends?

What do you do at the weekend?

How often do you use a computer? What do you use it for?

Do you listen to music? What country/countries does the music you listen to come from?

Until what time do your parents let you stay up?

Do your parents make you stay at home at the weekend to do homework?

- c** Students interview their family or friends using the questions they wrote in Exercise 12b and adding some of their own, then write a report. In a subsequent lesson, encourage students to read each other's reports and vote on the most interesting.

Memo from Mario



Reality TV

1 Revision of *make* / *let* / *be allowed*

- ▶ Put these four sets of words up on the board:
shy hungry be allowed
let mountain fit in
exhausted mustn't stranger
sea freezing to make
- ▶ Check that students understand all the meanings. Make it clear that *let* is in the sense of giving permission, and that *make* carries the idea of obligation.
- ▶ Give the students the choice of working alone or in pairs. Tell them to choose one set of words and to write a five-sentence story that includes the three words. Five sentences – neither more nor less!
- ▶ Once everybody has got going, tell them they have to all add a fourth word: *snake*.
- ▶ Go round helping and correcting.
- ▶ Repeat the activity by asking them to pick another set of words and to write a story incorporating these words. As they start writing, give them *boat* and later on *mother*, which also have to be incorporated into their story.
- ▶ To finish, ask the students to get up, move around the room and tell their stories to as many people as you give them time for.

RATIONALE

This exercise relies on the human tendency to live happily in narrative. Some of your students may surprise you with their ingenuity!

2 In preparation for Unit 6

- ▶ This exercise focuses on *Bees dying for a phone call* on page 46. It needs to be done a week or so before you intend to deal with this text in class.
- ▶ Ask students to close their books.
- ▶ Dictate:
But not everything that is said about them is good.
- ▶ Tell students to write the sentence they imagine coming before this and the one after it.
- ▶ Dictate:
They are blamed for a number of things.
- ▶ Tell students to write the two sentences that follow this one.
- ▶ Dictate:
And we can't manage without them.
- ▶ Tell students to write the two sentences that come before this one.
- ▶ Finally, dictate:
My business has been ruined by this.
- ▶ Tell students to write the sentence before and the two that come after.
- ▶ Group the students in fours to read their paragraphs to each other.
- ▶ Get a feeling of the diversity of the texts by asking three or four people around the room to read out their paragraphs.
- ▶ At this point you may want them to read the article on Page 46, but I would end the exercise without doing that. They will then have an 'aha' experience when they come to *Bees dying for a phone call* in due course.

Unit overview

TOPIC: insects in danger, environmental planning

TEXTS

Reading and listening: an article about the importance of bees

Listening: speeches about town development

SPEAKING AND FUNCTIONS

Discussing the dangers of mobile phones and insects becoming extinct

Talking about life in the future

LANGUAGE

Grammar: Present passive and past passive review; present perfect passive; future passive; causative *have*

Vocabulary: *make and do*

Pronunciation: stress pattern in *have something done*

1 Read and listen

If you set the background information as a homework research task, ask students to tell the class what they have found out.

BACKGROUND INFORMATION

Bees: There are 20,000 known species of bee in the world. Bees feed on nectar and pollen from plants, and as they pass from flower to flower, they pollinate the plants. It is estimated that one third of human food is dependent on insect pollination, most of which is done by bees. The smallest species of bee is 1.5mm long, the longest is 39mm long. Some bees produce honey and are kept by beekeepers (apiculturists). In recent years there has been a dramatic decline in the number of honey bees and it has been estimated that we are losing 20 percent of our honey bees every winter.

Albert Einstein (14 March 1879 – 18 April 1955) was a theoretical physicist regarded as the father of modern physics. Einstein is best known for his theories of special relativity and general relativity. In 1921 he received the Nobel Prize for physics.

Warm up

Books closed. Write the following creatures on the board:

elephant horse dog mosquito bee bird worm fish cow pig human

Ask students to look at the list and decide in what ways these animals are important to humans. What are they needed for? What would life be like without them? Listen to some of their ideas and encourage open class debate.

- a** Books open. Look at the pictures and ask individual students to describe what they see. In pairs or small groups, students discuss the relationship between the four pictures. Elicit answers but do not comment at this stage. Encourage them to look at the photos and the title of the text when guessing what the text is about.

Answers

- 1 The bees are affected by mobile phones.
- 2 The disappearance of bees.

- b** Students read the text quickly to check their ideas. Encourage students not to look up every unknown word but just to note down any new words they feel are important. Check answers.

- c** Ask students to read the paragraph titles and check understanding. Students match the titles with paragraphs 1 to 4. Again, encourage students not to look up every unknown word but just to try to understand the general theme of each paragraph. Check answers and encourage students to give brief reasons for their choices. At this stage you can go over the topics and deal with difficult vocabulary: *navigation systems, radiation, crops, pollinated, hives, ruined*.

Answers

1 E 2 B 3 D 4 A

- d** ▶ **CD1 T37** Ask students to read through the questions and check understanding. Play the recording and encourage students to note down answers to the questions during the listening. Then give students time to read the text closely again and check their answers with a partner.

TAPESCRIPT

See the reading text on page 46 of the Student's Book.

Answers

- 1 The bees' navigation systems are damaged by the radiation from mobile phones.
- 2 Beekeepers in America.
- 3 A lot of his bees have died.
- 4 They are disappearing.

* OPTIONAL ACTIVITY

Students find words in the text that match the definitions.

- 1 (para 1) when something is said to be the cause of something, it is (blamed)
- 2 (para 2) to be ruined (damaged)
- 3 (para 2) If something did not succeed it (failed)
- 4 (para 3) appears (seems)
- 5 (para 4) tested (evaluated)

Discussion box

Weaker classes: Students can choose one question to discuss.

Stronger classes: In pairs or small groups, students go through the questions in the box and discuss them.

Monitor and help as necessary, encouraging students to express themselves in English. Ask pairs or groups to feedback to the class and discuss any interesting points further.

2 Grammar

* Present passive and past passive review

Students covered these areas in Student's Book 2.

Warm up

Books closed. Write these sentences on the board:

- 1 *We don't know much about how animals communicate.*
Not much ...
- 2 *The government dropped the plans for the new bridge.*
The plans ...

Ask if students can complete the phrases so that they mean the same as the sentences above. Give students a minute to decide their answers in pairs, and then elicit their answers. Ask students if they remember the name of this construction (the passive). Ask if students notice any differences between the two sentences. Elicit that the first sentence is in the present and the second is in the past.

Answers

Not much is known about how animals communicate.
The plans for the new bridge were dropped.

- a** Students open their books at page 47 and quickly label each sentence. Remind students that the passive construction is usually used when we are more interested in the person/thing the action was done to, and that we only include the person/thing that did the action if it is important.

Answers

present simple passive, past simple passive

- b** Students find further examples of the passive in the text. Ask students to decide whether each example is present or past passive. Then students complete the rules.

Answers

Present simple passive: *Mobiles are frequently blamed ...* (para 1); *... navigation systems are damaged ...* (para 2); *It is believed ...* (para 2); *... are pollinated by bees ...* (para 3);

Past simple passive: *... was recently asked ...* (para 3)

Note: There are also other examples of the passive: *... has been ruined ...*; *needs to be evaluated ...*

Rule: *be* / past participle; *by*

- c** Students complete the sentences using the verb in brackets in the present or past passive form. Do the first question as an example if necessary and point out that time phrases often help them decide if the sentence is present or past. Ask students to check answers with a partner.

Answers

- 1 is appreciated 2 were found
- 3 are not owned 4 are caused
- 5 were, interviewed 6 is known
- 7 was believed 8 are, pollinated

Grammar notebook

Remind students to note down the rules for present passive and past passive and to write a few examples of their own.

3 Listen

Warm up

Books closed. Ask students how they would feel if the Olympic Games were held in their country. What would the advantages and disadvantages be? Are the big cities ready or would they need to be developed? Can they think of any environmental problems which might be caused? Listen to their ideas in open class.

- a** Books open. Tell students they are going to listen to two people talking at a meeting about a new Olympic Centre in the south of England. Ask students to look at the picture and answer the questions.

Answers

Grace doesn't like the plan.
Mark likes the plan.

- b** ▶ **CD1 T38** Play the recording for students to listen and decide if the statements are true or false. Let them compare answers in pairs before checking in open class. If necessary, play the recording again with pauses during feedback.

TAPESCRIPT

Grace: Good evening everyone, and thanks for making the effort to come to tonight's meeting. I'm Grace Pendlebury and, as you know, I have been sent here by the local campaign committee to explain exactly why we don't want anything to do with the Olympic Games in this city. I'm sure you've been told about the plans to build the water sports centre here ... and I have copies of the plans with me if you need to see them. Now, if these plans go ahead, part of the centre will be built on Heath Park. Not only will that make a mess of our beautiful park, but the area which is home to so many swans and ducks will be destroyed. We can't let that happen. Of course, hundreds of trees will be cut down if the work goes ahead, and huge play areas will be lost to the city forever. OK, the Olympic Committee tells us the Games will make lots of money and plenty of jobs will be created. But temporary jobs won't make much of a difference anyway.

I'm not here to make trouble, but I'm sure you'll agree, the Olympic Centre is the last thing we want on our doorstep. Let's do our best to stop the plans right now!

Mark: Well, good evening. I'm Mark Henderson, a student member of the Olympic Committee for this area. Now, there's no way I want to make fun of anything that's been said so far, but you haven't been given a clear picture. Yes, we will have the Olympic Centre built in the park. But only in the part of the park that isn't used and has been closed to the public for the past five years. As for the birds, their habitat won't be damaged at all. Have you been told about the plans for new gardens all around the centre? We'll have beautiful lakes put in for the ducks and swans so they can live undisturbed. That's been included in the plans from day one. So the centre will actually do some good! The centre will make a huge difference to our city. There will be more jobs, and some of them will be permanent. We should all do the right thing and support the plans, not fight against them. Let's support the Olympics ... you know it makes sense!

Answers

- 1 F (She has copies of the plans with her.)
- 2 T
- 3 F (She says huge play areas will be lost.)
- 4 F (She says only temporary jobs will be created.)
- 5 T
- 6 F (He says new lakes will be created for the birds.)
- 7 T

- c** In pairs, students discuss the issues raised in the listening and decide who they agree with most and why. Listen to some of their ideas in open class as feedback.

4 Vocabulary

make and do

- a** ▶ **CD1 T38** Tell students that *make* and *do* are common verbs in English, and are easily confused. Tell students that *make* is used to talk about constructing something. There are also several phrases that either use *make* or *do*, e.g. *make money* or *do your best*. Students read the sentences and complete them with the correct form of *make* or *do*. Ask students to compare their answers with a partner. Then play the recording for students to check their answers.

Answers

- 1 making 2 make 3 make 4 make 5 make
6 do 7 make 8 do 9 do 10 makes

- b** Students decide if the phrases go with *make* or *do*. Encourage students to say the phrases aloud and think whether they sound right or wrong. Check answers and tell students to write the phrases in their vocabulary notebook. Ask students to add other phrases with *make* and *do* to their list.

Answers

- make* – money, fun of (someone), sense, an effort, a mess
do – our best, some good, the right thing

- c** In pairs, students make true sentences using the phrases in Exercise 4b, then tell their partner. Ask students to tell the class something they have learned about their partner. (Stefano always makes an effort to arrive at school early.)

Language note

Students often confuse *make* and *do*, especially when their L1 has only one verb as an equivalent. *Make* is used to talk about building, constructing, producing, creating, etc.
We make yoghurt at home.
I've made you a drink.

Do is used to describe an action without saying exactly what the action is:

We did some things around the house at the weekend.

Do is used to talk about work and jobs:

I didn't do any work today.

Have you done your homework?

* OPTIONAL ACTIVITY

For further revision of phrases with *make* or *do*, students can play a game in pairs. Tell them to write each phrase in the table in Exercise 4b, e.g. *sense*, *our best*, etc., on a separate slip of paper. Students put the slips of paper in a bag and take it in turns to choose a phrase and read it to their partner. Their partner must simply say *make* or *do* according to which verb is used with the phrase. If students get it right, they get a point. If students get it wrong, they should put the phrase back into the bag. Students continue until the bag is empty.

Vocabulary bank

Refer students to the vocabulary bank. Read through the words and phrases in open class and check understanding.

Get it right!

Refer students to the Get it right! section. These exercises can be used as homework or for fast-finishers.

Vocabulary notebook

Encourage students to start a section called *make* and *do* and to note down the words from this exercise. They may find it useful to note down translations too.

5 Grammar

* Present perfect passive

- a** Remind students of the passive tenses they studied earlier in the unit.

Weaker classes: Books closed. Write on the board: *Developers have built two hotels in the last five years.*

Ask students to identify the subject of the verb (*developers*), and the object of the verb (*two hotels*). Ask students to identify the tense (present perfect). Point out that we are more interested in the two hotels and elicit how a passive construction would begin (*Two hotels ...*). Ask students to complete the sentence and write the passive construction on the board (*Two hotels have been built by developers in the last five years*). Ask students which part of the sentence can be omitted (by *developers*). Students complete

sentences 1 to 3 with the verbs given. Check answers. Then students complete the rule.

Stronger classes: Ask students to complete the sentences with the verbs given. Check answers and elicit the tense of the passive construction (*present perfect*). Then students complete the rule.

Answers

- 1 have been sent 2 haven't been given
3 have you been told

Rule: *be*; past participle

- b** Write the following sentences on the board and elicit the difference between the past simple passive and the present perfect passive:

A hotel was built last year.

Two hotels have been built in the last five years.

Point out that we form the past simple passive with the past simple form of *be* (*was/were*) + past participle. The present perfect passive is formed according to the rule in 5a.

Ask students to read the text and complete the sentences with the present perfect simple passive or past simple passive form of the verb in brackets.

Answers

- 1 were criticised 2 were held
3 have been built 4 has been made
5 were asked 6 have ... been seen
7 was organised 8 was not visited

Grammar notebook

Remind students to note down the rules for present perfect passive and to write a few examples of their own.

* Future passive

- c** Students should now be familiar with passive constructions. Ask students to complete the sentences with the passive forms. Check answers and elicit the construction of the future passive (*will + (not) + be + past participle*).

Answers

- 1 will be destroyed 2 will be lost
3 won't be damaged

- d** Students complete the rule about the future passive.

Answers

will or won't, past participle

- e** If you set the background information as a homework research task, ask students to tell the class what they have found out.

BACKGROUND INFORMATION

Bobby Moore: This English footballer, who played in defence, was the captain of West Ham United (a London football club). He also captained England in 1966 when they won the World Cup. He died in 1993.

Elicit/pre-teach the background information on Bobby Moore. Students read the text about the sports centre and fill in the gaps with the correct passive form of the verb in brackets. Students check answers in pairs before feedback.

Stronger classes: you could set this exercise as homework.

Answers

- 1 will be built 2 will be held
3 won't be announced 4 will be chosen
5 will be made

* OPTIONAL ACTIVITY

Write these sentences on the board:

- 1 I think the sports centre (build) in the High Street.
- 2 I'm sure it (not build) outside the town.
- 3 They say a lot of money (give) to the winning architect.
- 4 A lot of new equipment (buy) for the sports centre.
- 5 But the new equipment (not put) into the sports centre until later.
- 6 Perhaps the new building (open) by Prince William.

Read the sentences with students and check difficult vocabulary. Students complete the sentences with the future passive form of the verbs in brackets. Check answers.

Answers

- 1 will be built 2 won't be built
3 will be given 4 will be bought
5 won't be put 6 will be opened

Grammar notebook

Remind students to note down the rules for future passive and to write a few examples of their own.

6 Speak

Read the topics with students and elicit some ideas about what will be done in the future. Encourage students to use future passive forms in their answers. Ask two students to read the example dialogue below the box. Students work in pairs to make predictions using the future passive form. In feedback discuss interesting ideas further.

Weaker classes: Students can write their ideas before speaking. Encourage them to look at their notes as little as possible.

7 Grammar

* Causative have (have something done)

- a** Books closed. Choose one of these examples and ask students what they would do in the following situations:

their hair is too long / their bike is broken / they want to know the value of a piece of jewellery

Use more relevant examples for your group if necessary. Elicit the idea that we don't usually do these things ourselves. Point out that we normally go to someone else for the service.

Ask students who would provide the service in each case (*a hairdresser / a bike shop / a jeweller*). Ask students what the person would do (*cut their hair / repair their bike / value their jewellery*).

Write these sentences on the board:

*The hairdresser cut my hair.
The bike shop repaired my bike.
The jeweller valued my jewellery.*

Now ask students to think about how they can rewrite the sentences beginning 'I ...'. Students can try and complete the sentences themselves. Give them the example of *I had my hair cut* and try and get them to rewrite the other two sentences (*I had my bike repaired / I had my jewellery valued*). Tell students that this construction is called the *causative* and is used to talk about situations where someone provides a service for us. Ask students to think of other examples.

Students open their books at page 49 and read the examples. Ask students what the subject is in each sentence (*We, We, you*). Ask them who might provide the service in each sentence (*the best scientists / a decorator / a computer technician*).

- b** Students complete the rule.

Answers

someone, us

- c** Write *He always has his hair cut* on the board and highlight the position of the adverb *always* in the sentence. Ask students to read sentences 1-3 about Tom and check they understand them. Do the first example together and point out that the noun (*car*) is replaced by a pronoun to avoid repetition. You may want to do the rest of the exercise in open class. Otherwise, students complete the sentences individually. Check answers.

Answers

- 1 He always has it washed.
- 2 He always has it cut.
- 3 He always has it made.

OPTIONAL ACTIVITY

Students work with a partner and write down other things that Tom never does himself, e.g. *He never feeds his dog / He never irons his shirts*, etc. Give pairs a time limit of three minutes. Then students swap their sentences with another pair who rewrites them using the causative *have*, e.g. *He always has it fed / He always has them ironed*.

- d** Students make sentences using the prompts, the causative *have*, and the words from the box. Check students understand the regular verbs *pierce*, *dye*, *shave* and *tattoo*. Point out that students need to think about the appropriate tense, e.g. the present perfect for things your friends *have had done*. Complete a few examples with students.

Possible answers

Lots of my friends have had their ears pierced.
None of my friends have had their body tattooed.
My parents wouldn't allow me to have my hair dyed.
I would love to have my ears pierced.
I would hate to have my body tattooed.
My parents don't want me to have my head shaved.

- e** In groups, students share their ideas. Ask individual students to tell the class about another classmate in the group, e.g. *Lots of X's friends ...*

Grammar notebook

Remind students to note down the rules for causative *have* and to write a few examples of their own.

8 Pronunciation

See notes on page 126.

Photostory: It's not really a choice

9 Read and listen

Warm up

Ask students to name the two characters in this episode (Nick and Amy). Ask if they can remember what happened to them in the previous episode (Amy didn't go to the concert, Nick did and he interviewed RapMan).

- a** ▶ **CD1 T40** Ask students to look at the title and the photos and to predict what the story will be about. Play the recording while students read the text and check their answer (Nick and Amy interview a homeless man). Check answer in open class.

TAPESCRIPT

See the photo story on page 50 of the Student's Book.

- b** Read through the questions. Students read the text again and decide if the sentences are true or false. Ask students to correct any false sentences and compare answers with a partner before checking answers in open class.

Answers

- 1 F (Amy gives him some money, but Nick doesn't.)
- 2 T
- 3 T
- 4 F (He sometimes sleeps in the street)
- 5 T
- 6 F (He heard the interview and offered Duncan a job.)

10 Everyday English

- a** Ask students to locate expressions 1 to 6 in the story on page 50 and decide who says them.

Students then match the expressions with the meanings. Go through the first item with them as an example, if necessary.

Stronger classes: Students can do this without referring back to the story.

Weaker classes: Students can refer back to the story.

Check answers.

Answers

- 1 e Amy
- 2 c Amy
- 3 a Duncan
- 4 f Amy
- 5 b Amy
- 6 d Duncan

- b** Ask students to read through the dialogue and complete the sentences. Go through the first sentence with them as an example, if necessary. Tell students they should read through the whole dialogue before deciding which expressions to use. Allow students to compare answers with a partner before checking answers in open class. Check answers.

Answers

- 1 How come
- 2 I mean
- 3 after all
- 4 More or less
- 5 What on earth
- 6 Any chance

Vocabulary notebook

Ask students to make a note of these expressions in the *Everyday English* section in their notebooks.

★ OPTIONAL ACTIVITY

See Unit 2, Exercise 11, Optional Activity.

Discussion box

Weaker classes: Students can choose one question to discuss.

Stronger classes: In pairs or small groups, students go through the questions in the box and discuss them.

Monitor and help as necessary, encouraging students to express themselves in English and to use any vocabulary they have learned from the text. Ask pairs or groups to feedback to the class and discuss any interesting points further.

11 Improvisation

Divide the class into pairs. Tell students they are going to create a dialogue between Tom and Amy. Read through the instructions with students. Give students two minutes to plan their dialogue. Circulate and help with vocabulary as necessary. Encourage students to use expressions from Exercise 10. Students practise their dialogue in pairs. Listen to some of the best dialogues in open class.

12 Making Waves DVD Episode 2

- a Students discuss the questions in small groups.
- b Students complete the text in pairs. Check answers.

Answers

2 activist 3 confronted 4 cut down
5 removed 6 playground

- c Play Episode 2 of the DVD. Do students think the protest has worked?

13 Write

- a Students read the letter to find what Hilary Riley is writing about. (She is complaining about plans to build a motorway near her village).
- b Ask students to read the letter again and answer the questions in pairs. Discuss their ideas as a class.
- c This exercise can be set for homework. Remind students to use Hilary's letter to help them.

14 Last but not least: more speaking

- a Ask students to read the statements. Check understanding. Ask them if any of these things have ever been proposed in their town. Ask students to number the statements 1–4.
- b Ask students to compare their list with a partner, and discuss why they put them in the order they did. Do they both agree? Find out which proposal made most students in the class feel angry, by reading them out one at a time and asking students to put up their hand up if they gave it a number one.
- c Put students in groups of four or five. Try and put students together who felt most strongly about the same proposal. Brainstorm ideas with the whole class for each of the bullet points (types of publicity: newspaper articles, protests, leaflets; action they could take: marches; people who could help: journalists, councillors, important business people in the town). Ask a spokesperson for each group to present their campaign to the rest of the class.

Check your progress

1 Grammar

- a 2 mustn't 3 can't 4 Do ... have to
5 don't have to
- b 1 were used 2 were sent 3 have been received
4 haven't been understood
- c 1 will be sent 2 will be brought
3 will be examined 4 won't be answered
- d 2 Mr Hart has his hair cut every month.
3 I have had my laptop repaired.
4 We're having cable TV installed tomorrow.

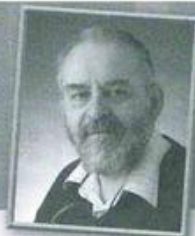
2 Vocabulary

- a 2 tiny 3 freezing 4 fascinating 5 hilarious
6 exhausted
- b 2 made 3 did 4 feel 5 do 6 makes

How did you do?

Students work out their scores. Check how they have done and follow up any problem areas with revision work for specific students.

Memo from Mario



Survival

1 Passive questionnaire

- ▶ These two questionnaires offer students further oral practice of the passive forms.
- ▶ In preparation, photocopy both questionnaires.

▶ 'Before'

When you were small were you told to finish your food?

Were you only allowed to spend a short time on computer games?

Were you read to? If so, who by?

Were you made to go to bed early?

Were you taken shopping at weekends?

Were you taught to ride a bicycle? If so, who by?

▶ 'Now'

Do you get asked to tidy your room?

Do your parents always want to know where you are going?

Are you meant to be back at a certain time at night?

Are you badgered about doing your homework?

Are you asked to help around the house?

Are you trusted by your parents?

- ▶ In class, give out the 'Before' questionnaire to half the group and the 'Now' questionnaire to the other half.
- ▶ Ask the students to read the questions and eliminate any they don't like.
- ▶ Get them to write another six to eight better, more relevant questions of their own, using passive forms.
- ▶ Go round helping during this writing phase.
- ▶ Ask the 'Before' questionnaire people to pair off with the 'Now' questionnaire people.
- ▶ Students ask and answer their questions with their partner. It's fine if conversation develops out of the answers.
- ▶ Give them time to use their questionnaire with five or six people.

RATIONALE

In this activity the first questions model the structure but most of the ideas then come from the students. This gives them independence of content and a chance to make mistakes and learn by doing so.

Unit overview

TOPIC: Good and evil

TEXTS

Reading and listening: short introductions to classic novels

Listening and speaking: a conversation about a video game

Reading: a story about a scientist causing a problem

Writing: a discursive composition giving advantages and disadvantages

SPEAKING AND FUNCTIONS

Talking about video games

Guessing your partner's habits

LANGUAGE

Grammar: verbs with gerunds and infinitives

Vocabulary: noun suffixes

Pronunciation: stress in nouns, adjectives and verbs

J.R.R. Tolkien (1892–1973) was a British writer, recognised as the father of fantasy literature. He was a professor of Anglo-Saxon and English Literature at Oxford University between 1925 and 1959. His most famous works are *The Hobbit* and *The Lord of the Rings*, both of which are set in the fictional Middle Earth. In 2003, the British public voted *The Lord of the Rings* the nation's best-loved book. Tolkien was a close personal friend of C.S. Lewis, author of the Narnia series of children's novels.

Warm up

Books closed. Write the title of the unit (*Good and evil*) on the board. Ask students to think of examples of books, films or TV programmes which have that theme. In feedback, discuss a few of the books, and ask students to explain the theme of good and evil in them.

- a** Ask students to look at the pictures and match them to the texts. Encourage them to ignore unknown words at this time. Check answers and ask students to give reasons. Ask students if they have read any of the books and allow them to give their opinions of the book(s) in L1 if necessary.

Answers

1 d 2 b 3 a 4 c

- b** ▶ **CD2 T2** Read through the questions and check students understand them. Students read, listen and underline possible answers in the texts. Then ask students to read the texts again to check their answers. Students compare answers with a partner before checking in class. Check the meaning of difficult words in the text, e.g. *boarding school*, *governess*, *reflection*, *crawl down*, *shelter*, *wizard*, *dwarves*, *solve a riddle*.

TAPESCRIPT

See the reading text on page 54 of the Student's Book.

Answers

1 a Jack b Bilbo Baggins c Bilbo Baggins, Jane Eyre, Jonathan Harker d Bilbo Baggins
2 Students' own answers

1 Read and listen

If you set the background information as a homework research task, ask students to tell the class what they have found out.

BACKGROUND INFORMATION

Charlotte Brontë (1816–1855) was an English writer. She was the eldest of the three Brontë sisters, all of whom were novelists. Her sister Emily wrote *Wuthering Heights* and her sister Anne wrote *The Tenant of Wildfell Hall*. Charlotte's most famous work was *Jane Eyre*, which was published in 1847.

Bram Stoker (1847–1912) was an Irish novelist and short story writer. During his lifetime he was more famous as a theatre manager, but he is now remembered for the classic vampire novel *Dracula*, published in 1897. There have been several film versions of the story, most recently Francis Ford Coppola's *Bram Stoker's Dracula* in 1992.

William Golding (1911–1993) was a British novelist, most famous for his first novel *Lord of the Flies*, published in 1954. The novel is still very widely read in British schools and focuses on man's inner violence and the fragility of society. Other novels include *The Inheritors*, *Pincher Martin* and *Rites of Passage*. He was awarded the Nobel Prize for Literature in 1980 and was knighted by Queen Elizabeth in 1993.

* OPTIONAL ACTIVITY

Students can discuss the following questions in pairs or small groups. Check answers.

- 1 What idea connects the stories?
- 2 Which of the stories do you know or have you read?
- 3 Would you like to read any of them? Why? / why not?

Discussion box

In pairs or small groups, students choose one of the stories and discuss what could happen next. Encourage them to use *might* and *maybe* + *will*. Elicit one or two ideas as examples: *I think Jack might find the strange beast* / *Perhaps Bilbo will sell the ring*. Alternatively, students could work in pairs, retelling one of the stories with books closed. Monitor and help as necessary, encouraging students to express themselves in English and to use any vocabulary they have learned from the text. Ask pairs or groups to feedback to the class and discuss any interesting points further.

2 Grammar

* Gerunds and infinitives

- a** Weaker classes: Books closed. Write two sentences about yourself on the board using the following models:

I enjoy going to the cinema.
I dislike cleaning the house.

Check students understand that there are two verbs in each sentence and that the second verb is in the *-ing* form. Elicit the name of this second verb form (gerund). Ask some students for examples of their own using *I enjoy ...* and *I dislike ...*. Tell students that after some verbs we can use a gerund form of a verb but not an infinitive form. Check students understand that this is only necessary when we are using a second verb: sentences such as *I enjoy films* are correct, but if you want to include a second verb the sentence is *I enjoy watching films* not *I enjoy to watch films*.

Stronger classes: Books closed. Write these sentence beginnings on the board:

I enjoy ...
I dislike ...

Ask students to complete the sentences so that they are true for them. Elicit examples and write them on the board. When you have enough examples, ask students what they notice about the verbs in the sentences. Elicit the rule that when we use a verb after *enjoy* and *dislike*, we use a gerund, rather than the infinitive form. Ask students if they

know any other verbs that behave like this (e.g. *love*, *hate*, *don't mind*).

Students now open their books at page 55 and complete the sentences using the correct verb from the texts on page 54. Check answers and point out that the four verbs used in these sentences are followed by gerunds.

Answers

- 1 can't stand living 2 avoid seeing
 3 enjoys living

- b** Books closed. Write on the board:
One day I want to ...
I often forget to ...

Ask students to complete the sentences for themselves. If necessary, give students examples of your own. Ask students for a few examples of their sentences and check that they are using the infinitive form after each verb correctly. Tell students that, like the group of verbs that are followed by a gerund, there is also a group of verbs that are followed by an infinitive.

Students now open their books at page 55 and complete the sentences using the correct verb from the texts on page 54. Check answers and point out that the four verbs used in these sentences are followed by the infinitive form.

Answers

- 1 decides to 2 wants to
 3 promises to 4 offers to

- c** Students read the rule. Check students understand the meaning of the verbs and ask them to write an example sentence if necessary. Ask them to circle the correct words.

Answers

- a gerund; to + infinitive

- d** Ask students to read the text through once before they complete it with the words in the box. If necessary, students check the meanings of any unknown words in a dictionary. Students complete the story by using the gerund form of the verbs in the box and then check answers in pairs before feedback.

Answers

- 2 going 3 seeing 4 crossing 5 shouting
 6 hearing 7 having 8 singing

- e** Students read the list of verbs in box A. Explain that they are all followed by an infinitive form. Check students understand the meaning of the verbs and ask them to write an example sentence if necessary. Point out that *hope* and *expect* followed by infinitive express a future meaning when used in

the present simple tense. Students complete each sentence using a verb from box A followed by a verb from box B. Point out that students will need to think about the correct tense for the verbs from box A. Go through the first sentence as an example. Check answers in class.

Answers

- 2 have decided to lend 3 hope to live
4 offered to help 5 is learning to play
6 didn't expect / hadn't expected to do
7 afford to buy 8 promised to call

Grammar notebook

Remind students to note down the rules for verbs with gerunds or infinitives and to write a few examples of their own. They may like to include a translation.

3 Speak

- a** Read through the sentence beginnings with students. Divide the class into pairs and ask students to try and complete the sentences about their partners. Circulate and monitor to help with vocabulary and make sure students use either the *-ing* or infinitive form as appropriate.

- b** Students compare their predictions. Encourage students to correct each other's sentences if necessary. Ask a few pairs to tell the class about their partners' answers. For example:
Elma hopes to get a computer for her next birthday.
Boris enjoys going shopping at the weekend.

Weaker classes: Students can read their sentences to their partners.

Stronger classes: Encourage students not to read their sentences but to practise saying them from memory.

4 Speak and listen

If you set the background information as a homework research task, ask students to tell the class what they have found out.

BACKGROUND INFORMATION

Prince of Persia: This is an action-adventure video game. The games are set in Persia and involve an acrobatic hero who solves problems. There has also been a *Prince of Persia* graphic novel and a film called *The Sands of Time* released in 2010.

Singstar: is a competitive music video game first released in December 2007. The game requires players to sing along with music in order to score points.

Carnival games: is a video game for the Nintendo Wii Console and the Nintendo DS. It consists of various mini games with a carnival theme. The players can even win 'virtual' prizes depending on their score.

Fifa 10: is a football action game. You can play matches and tournaments against any team or country in the world.

Wii play: is a video game for the Wii console. It is the best-selling console game of all time up until December 2009. It consists of nine mini games each for two players, but can also be played by a single player.

- a** Look at the pictures with students and read the questions. Check understanding of the vocabulary. Students work in pairs and discuss the questions. Ask a few pairs for their answers and help with vocabulary as necessary.
- b** Elicit the names of a few popular computer games that your students play. Write some of the most popular on the board. Ask students what is good about the games. Encourage them to use the vocabulary in the box. Students might also want to say what is bad about the games.
- c** **▶ CD2 T3** Tell students they are going to listen to a 14-year-old girl talking about her favourite computer game. Ask students to listen and find out what she likes about the game. Then play the recording again while students listen for the answers to questions 1–3. Check answers and play the recording again if necessary.

TAPESCRIPT

Interviewer: Now on *That's Entertainment* it's time for our *Gamer* spot, where you tell us what's so good about your favourite PC or console game. This week Sarah's here to tell us about *Prince of Persia: The Sands of Time*. So, Sarah, this is a pretty old game. I remember playing it when it came out in 2003. Why do you like it?

Sarah: Well, I saw the film recently, and although I'm not really into fights and killing, I really loved the story, the characters and the time period – sixth century Persia. In fact, I'm taking a GCSE in Ancient History because of it.

Interviewer: Wow! So you saw the film, then bought the game?

Sarah: No, actually it was my brother's. He stopped playing it, so I thought I'd try it. The story is a bit different from the film – although it's got the same characters – and I wanted to see what the difference was. I like the way it's not just good versus evil. Prince Dastan – well, actually he hasn't got a name in the game version – is sort of the good guy and the bad guy, because he does something really terrible – he lets out the

sands of time from a magic bottle and everyone in the kingdom becomes a sand monster. To win the game, the Prince has to rescue the kingdom by killing the monsters and getting the sand back into the bottle.

Cool: What features do you like best?

Sarah: I love to look at the amazing background graphics – the sand is so realistic, you really feel like you're in Ancient Persia. And I love solving the interesting puzzles. There's a lot of amazing manoeuvres, too – you have to remember to jump at the right time. But what's really cool about the game is how you can control time. You can freeze it, you can get a quick look at the future, or – this is the best bit – you can rewind ten seconds and do things again if you've made a mistake.

Answers

- 1 Quite old, it came out in 2003.
- 2 GCSE Ancient History.
- 3 He has to kill the monsters and get the sand back in the bottle.

- d** ▶ **CD2 T3** Ask students to read through the summary. Play the recording for students to listen and complete the summary. Students check answers with a partner before listening again if necessary.

Answers

- 1 2003 2 film 3 brother 4 characters
- 5 different 6 name 7 graphics 8 puzzles
- 9 manoeuvres 10 time

5 Vocabulary

* Noun suffixes

- a** Books closed. Write this table on the board:

verb	noun
spell	
arrange	
adjective	noun
weak	
popular	

Ask students if they can complete the noun forms of the verbs and the adjectives. Check answers and underline the suffix of the noun form in each case (see answers). Tell students that we can often form nouns from verbs or adjectives by adding a suffix.

Answers

spelling arrangement weakness popularity

Weaker classes: You could give alternative forms for the nouns and ask students to choose the correct answer, e.g. *arrangement* / *arrangity*.

Stronger classes: Ask students if they can add any more verbs or adjectives (with their noun forms) to the table.

Students now open their books at page 56 and cross out the incorrect word in each sentence (1 *difference*, 2 *different*) in open class. Elicit which of these is a noun (*difference*).

- b** Read through the different suffixes that are used to make nouns from verbs and adjectives. Check students understand the meaning of the six nouns, and ask them to write an example sentence if necessary. Point out that *-ation*, *-ment* and *-ion* are added to verbs to make nouns and that *-ness* and *-ity* are added to adjectives to make nouns.

Students make nouns from the verbs and adjectives in the list. Check students understand them before they begin. Do the first one as an example, if necessary. Check that students are stressing the correct syllables in their answers.

Answers

- 1 a'greement 2 'preference 3 re'action
- 4 enter'tainment 5 prepa'ration
- 6 popu'larity 7 relax'ation

Language note

You may want to make students aware of some general spelling rules for the formation of nouns.

When a suffix is added to words ending in a consonant + *e*, e.g. *imagine*, then the *e* is usually dropped. Remind students that the same thing happens with gerunds, e.g. *take*/*taking*.

The exception to this is with the suffix *-ment* where the *e* is not dropped, e.g. *manage*/*management*.

The suffix *-ence* is usually used for adjectives ending in *-ent*. In this case the *-ent* changes to *-ence*, e.g. *intelligent*/*intelligence*.

* OPTIONAL ACTIVITY

In pairs, students add other examples to the list in Exercise 5b. Encourage students to try and think of words ending in each suffix and then to work out the verb or adjective form. Check students' answers or provide dictionaries for students to check their own work.

Each pair can then take it in turns to read a verb or adjective to another pair and see if they can add the correct suffix to make a noun. Each pair scores a point for a correct answer. Check answers and write new examples on the board for students to

copy. Finally, drill the words and make sure students mark the stressed syllable on each word. Point out that sometimes the stress changes position: (i'magine/imagi'nation). Students practise this feature of word stress in Exercise 6.

Possible answers

- ation: 'educate/edu'cation, in'form/infor'mation
- ment: im'prove/im'provement, 'manage/'management
- ion: e'lect/e'lection, dis'cuss/dis'cussion
- ence: pre'fer/'preference, re'fer/'reference
- ness: 'happy/'happiness, 'ill/'illness
- ity: 'stupid/stu'pidity, 'similar/simi'larity

* OPTIONAL ACTIVITY

Weaker classes

Write a list of verbs and adjectives for students to make nouns from. Encourage students to say nouns aloud to see if they sound correct. When you have checked answers, make sure students close their books before quizzing another pair. They can use the list on the board as a prompt for their quiz.

- C** Read through sentences and check understanding. Students complete the sentences with nouns made in Exercise 5b. Check answers.

Answers

- 1 relaxation 2 popularity 3 preparation
4 agreement 5 reaction 6 entertainment

Vocabulary bank

Refer students to the vocabulary bank. Read through the words and phrases in open class and check understanding.

Vocabulary notebook

Encourage students to start a section called *suffixes* and to note down the words from this exercise. They may find it useful to note down translations too.

6 Pronunciation

See note on page 126.

7 Grammar

* Verbs with gerunds or infinitives

- a** Books closed. Write the following sentence on the board:

I started piano when I was 10.

Ask students to complete the sentence with the verb *play* (to *play* or *playing*). Point out that some verbs can be followed by either a gerund or an

infinitive without a change in meaning. Tell students that there are also some verbs that can be followed by either form but with a change in meaning.

Students now open their books at page 57 and read the sentences before completing the rule. Check answers, then elicit the different meanings of the sentences with *remember*. It might help students to think about how to say these sentences in their own language.

Answers

no difference; different

Language notes

- 1 *Like, live, hate* and *prefer* can be followed by either the gerund or to + infinitive. However, there are a few differences:
In British English, *like* + *-ing* is used mostly to talk about enjoyment and *like* + infinitive is used to talk about choices and habits. Compare:
I like playing computer games.
I like to have milk in my tea.
- 2 *Begin* and *start* can be followed by either form. However, when a continuous tense is used, then the infinitive is preferred, e.g. *I'm starting to learn the piano* not *I'm starting learning piano*.

- b** Students read through the sentences and choose the correct form of the verb. Go through the first sentence as an example. Check answers and ask students to give reasons for their choices.

Answers

- 1 meeting 2 to give 3 making 4 to buy

- c** Students complete the sentences with the correct form of the verbs. Ask students to check answers with a partner before checking in open class.

Answers

- 1 playing 2 talking 3 to email 4 reading
5 to watch 6 renting 7 doing 8 to get

LOOK!

Read through the Look! box with students. Ask students to write short examples using each verb.

Get it right!

Refer students to the Get it right! section. These exercises can be used as homework or for fast-finishers.

Grammar notebook

Remind students to note down the rules for verbs with gerunds and infinitives and to write a few examples of their own.

8 Speak

- a** Write on the board a series of things you hate doing: *getting up early at weekends, doing the washing up*, etc. Ask students to guess what this list of things is about (things you hate doing) and continue writing examples until students guess. Tell students they are going to play a similar guessing game. Students work with a partner. Student A follows the instructions on page 57. Student B follows the instructions on page 126. Remind students not to include the verb, e.g. *remember, start*, etc., but just to write their answers beginning with an infinitive or gerund.
- b** Students take it in turns to guess their partners' answers. Read the example dialogue with students. Monitor and help with vocabulary as necessary.

Fiction in mind

9 Read and listen

If you set the background information as a homework research task, ask students to tell the class what they have found out.

BACKGROUND INFORMATION

Frankenstein is a novel written by Mary Shelley and published in 1818. Shelley wrote the book when she was nineteen years old. The story concerns a scientist, Victor Frankenstein, who creates a being in the likeness of man, but very large and strong. This 'Frankenstein's Monster' is brought to life by a massive charge of electricity, and escapes his master. In later film versions the monster has been created from parts of other humans and has gone on murderous rampages.

The Strange Case of Dr Jekyll and Mr Hyde is a novella written by Robert Louis Stevenson, published in 1886. It tells the story of a doctor who creates a potion which turns him into a smaller, younger, evil man called Mr Hyde, who goes on night-time rampages in Victorian London. Jekyll has to drink the potion again to turn back into the good doctor. As time goes on, he begins to turn into Mr Hyde spontaneously and ends up killing himself to avoid being evil forever.

The Hulk is a superhero that featured in a series of Marvel comics originated in 1962. The Hulk is a hugely muscular green man-monster, the alter ego of Dr Bruce Banner, who begins to turn into The Hulk after being exposed to gamma rays during an experiment. Every time Dr Banner becomes angry he transforms into the monster. The angrier he gets, the stronger he becomes. The Hulk goes on destructive rampages, but ultimately does good.

- a** Ask students to read the titles of the stories and tell each other what they know about them. Use the Background Information for further explanation. Can students think of any other stories or films in which scientists cause problems? Listen to some of their ideas in open class and encourage further discussion.
- b** ▶ **CD2 T5** Write the title 'Water of Wanting' on the board and ask students to predict what the story is about. Do not comment on their answers at this stage. Ask students to read the introduction and see if their predictions are correct. Read through the true/false sentences with the class and check understanding. Then ask students to read the text and listen. Check comprehension and help with difficult vocabulary (*harmless, lose control over their appetite, amounts*). Ask students to read the text again and decide if the statements are true or false or if there is no information. Students should correct false statements. Check answers.

Answers

1 F (It's harmless on its own.) 2 T 3 NI 4 T
5 T 6 F (He is referring to money.) 7 T 8 T

- c** Ask students to read through the sentences. Check any difficult vocabulary. In pairs, students decide what they think will happen in the story. Listen to some of their ideas in open class as feedback.

* OPTIONAL ACTIVITY

If students find the text difficult, split it into two halves (before the sentence *Well, yes, but ...*) and then put students into two groups A and B. Tell group A to look up difficult words from the first part of the text in a dictionary. Group B does the same with the second half. Allow about five minutes if appropriate. Pair off students A with students B. Students make a note of difficult words in the half of the text they have not been looking at, and ask their partner if they know the meanings. B: *What does liquid mean?* A: *It means ...*

Discussion box

Weaker classes: Students can choose one question to discuss.

Stronger classes: In pairs or small groups, students go through the questions in the box and discuss them.

Monitor and help as necessary, encouraging students to express themselves in English and to use any vocabulary they have learned from the text. Ask pairs or groups to feedback to the class and discuss any interesting points further.

10 Write

The planning for this exercise can be done in class and the writing can be set as homework.

- a** Ask students to look at the title of the composition. Elicit a few possible advantages and disadvantages of eating fast food. Students answer questions 1–3. Check answers and point out the structure of the composition: introduction (outlining the problem); advantages; disadvantages; and conclusion.

Answers

- 1 Second paragraph – It helps people get back to work quickly. People like the look, smell and taste. It is cheap.
- 2 Third paragraph – It is unhealthy. It is addictive. It makes people fat.
- 3 The writer is generally positive about fast food in the conclusion.

- b** Students look at the underlined words in the text and answer the questions. Check answers and explain that these phrases are very important in compositions. Point out that they signal to the reader what to expect in the next sentence and paragraph.

Answers

- 1 To sum up 2 In addition
- 3 On the other hand 4 Because of

- c** Explain that students are going to write a composition about the advantages and disadvantages of one of the topics. Encourage students to:
- make a list of the advantages and disadvantages before they start.
 - use the phrases from Exercise 10b in their composition.
 - be clear about their opinion in the conclusion.

In a subsequent lesson, ask students to read each other's compositions and vote on the most convincing arguments.

Memo from Mario



Good and evil

1 A revision activity for gerund/infinitive

- ▶ This activity was inspired by a poem by Adrian Henri called *Love is ...* (You can find it on the internet at www.poemhunter.com).
- ▶ Choose a topic which you think will appeal to your students. In my example I've used *fun*.
- ▶ Write on the board:
Fun is ...
Fun is ...ing ...
Fun is when you ...
Fun is deciding ...
Fun is stopping ...
Fun is remembering ...
- ▶ Get the students to call out possible endings for the lines, but don't write any of them.
- ▶ Then ask the students to cut a piece of paper into six strips and write their own complete lines on the strips.
- ▶ Circulate and check they are using the correct forms of the verbs.
- ▶ Get the students to work in groups of three or four and put their lines together to form a poem. They should agree on the order of the lines. They could also group the lines to make three or four verses. The completed poems can be read out or displayed on the wall.
- ▶ You could read the original poem to the class, but I have found this often causes dissatisfaction with their efforts.

RATIONALE

By using a topic close to the students' hearts, this activity gives personal meaning to the sentences. The negotiations involved in ordering the sentences mean the students must work together.

2 Team Guessing

- ▶ Ask the students to write a sentence beginning with 'I am good at ... ing'. Ask them to think of something that most of the group don't know about and to keep what they have written secret.
- ▶ Collect all the pieces of paper. Divide the class into two teams.
- ▶ Tell the students you are going to read out all the sentences twice. Each group then picks a sentence they think was written by a member of the other team. If they are right, the writer joins their team and they guess again. If they are wrong, the other team has a turn.
- ▶ The aim is to get as many people as possible on your team. Nobody is allowed to reveal their sentence until it is guessed correctly. You may have to limit the number of sentences they can choose if you have time constraints.

RATIONALE

In most cultures it is difficult to say something good about yourself. Boasting is not approved behaviour, but here the 'boasting' is disguised by the competitive team game format.

Note: You could use other structures from the unit, e.g. *I remember ...ing* / *I want to ...* / *I hope to ...* / *I hate ...ing*.

Acknowledgement

Team Guessing is an activity from *The Confidence Book*, Davis with Rinvulcri, Pilgrims Longman, 1990.

Unit overview

TOPIC: Teenage crime and doing things wrong

TEXTS

Listening: telling lies

Reading: a questionnaire about honesty

Listening: radio interviews about teenage crime

Speaking and listening: Song: *Quit Telling Lies* by Miley Cyrus

Writing: a website post expressing someone's opinion

SPEAKING AND FUNCTIONS

Talking about lies

Discussing a questionnaire about honesty

Describing hypothetical situations

Discussing teenage crime and punishment

Describing something you wish could be different

LANGUAGE

Grammar: second conditional review; first conditional vs. second conditional; *I wish / if only* + past simple

Vocabulary: crime

Pronunciation: *I wish ...* and *If only ...*

1 Speak and listen

Warm up

Ask students if they ever tell lies. Introduce the idea of white lies (lies which are told for a good reason, e.g. so as not to hurt somebody's feelings). Ask students if there are any situations when it is OK to lie. Discuss interesting stories in class, helping with vocabulary as necessary.

- a** Using the pictures, pre-teach *top*, *spilt*, *blackcurrant juice*, *blushed*. Ask students to describe the situations in each picture. Students work in pairs and discuss what they think is happening. Do not comment at this stage.

- b** ▶ **CD2 T6** Students listen to the stories told by Phil and Anna and check their answers to Exercise 1a. Ask students to listen again to find out whether Phil and Anna regretted the lies they told or not. Students check answers with a partner before playing the recording again, pausing if necessary.

TAPESCRIPT

Phil: Hey, Anna, have you always been as honest as you are now? Have you ever told a lie?

Anna: Hmm ... well, to tell you the truth I did tell a bad lie once. I was about fourteen ... I was going to my first school dance and I wanted to borrow my friend Zara's new top to wear. I asked her but she said no. I thought that was mean.

Phil: Well, it was a bit mean.

Anna: Yes, so ... I told her I was ill and that I might have to go into hospital the following week, so I didn't know when I'd be able to go to a dance again. She was so sorry for me that she lent me her top.

Phil: Oh, that was a really terrible thing to say, Anna!

Anna: I know! That was bad enough ... but there's more. I was watching everyone dance when someone bumped into me and spilt their drink all down the back of the top. It was blackcurrant juice ... and the top was white. Well, need I say more? The top was ruined.

Phil: And your friendship?

Anna: Oh, that was ruined too. I never went into hospital and Zara knew I'd lied to her. She never spoke to me again.

Phil: So you wouldn't lie to anyone like that ever again if you wanted them to lend you something?

Anna: Well, if a friend was in trouble and I had to tell a lie to help them, I might lie again. Otherwise, no! What about you? Do you ever tell lies?

Phil: Sometimes, yes ... but only white lies. You know ... telling my sister her new hairstyle is great when really I don't like it much ... stuff like that.

Anna: What, you've never told any bad lies?

Phil: No ... well ... OK, there was one ... only a few weeks ago, in fact.

Anna: Go on, tell me.

Phil: Well, I saw my best friend's girlfriend out having coffee with another boy. And when I saw my friend later that evening, he asked if I had seen Vicky – that's his girlfriend – and I said no.

Anna: Well, I think that's an OK lie, Phil.

Phil: I thought so too ... but the problem was that Vicky told Gary, my friend, that she had seen me when she was out having a coffee with Matt – who is actually her cousin. So Gary knew I'd lied to him.

Anna: Did he understand why you lied?

Phil: Yes, he did. And he said he would do the same thing if he saw MY girlfriend out with another boy. So it was all OK in the end. I think!

Answers

Anna regrets telling the lie, Phil doesn't.

- C** Students work in pairs and discuss the questions. Circulate and help with vocabulary as necessary. After a few minutes, ask the class for their opinions. Discuss some of the lies that students have told and invite other students to give their opinions on whether they were right or wrong to lie.

2 Read

Students work in pairs and ask their partners the questions in the questionnaire. Then they add up their scores. Ask students to turn their books upside down to find the results. Ask students if they agree with them. As feedback in open class, ask some students to explain the reasons for their answers and encourage others to comment.

Language note

Borrow and *lend* are often confused. You may like to point out the differences to your students:

If you *borrow* something from someone, you take it, with or without their permission. You intend to return it. *Can I borrow your car?*

If you *lend* something to someone, you allow them to have it or use it for a period of time. *I never lend anyone money.*

Compare: *Can I borrow a pencil (from you)?* and *Can you lend me a pencil?*

3 Grammar

* Second conditional review

- a** Weaker classes: Write this sentence on the board:
If I became the prime minister / president of my country, I would ...

Ask students to complete the sentence for themselves. Elicit a few examples and check students are using an infinitive without *to*.

Ask students if we are talking about a present or a future situation (future). Ask students if it is likely they will become prime minister or president (no). Elicit the name of the second conditional and point out the structure (*If* + past tense, *would* + infinitive without *to*). Now follow the procedure for stronger classes.

Stronger classes: Students read the example sentence. Ask students if the situation is imaginary or real (imaginary). Remind students of the construction of the second conditional.

- b** Ask students to read through the rule and complete it with the verbs. Check answers.

Answers

past simple, would; could, might

Language note

Point out that when the *if* clause comes first, there is a comma before the main clause.

- C** Students complete the sentences using the correct forms of the verb in brackets. Remind them that there is sometimes more than one modal verb which fits in the main clause. Do the first sentence as an example if necessary. Check answers and point out that there is no difference in the meaning if the clauses are reversed.

Answers

1 found 2 would/could/might send
3 would/could/might go out
4 didn't go 5 would you, do 6 lived
7 would keep 8 went

Language notes

- Students may produce statements like: *#I would be rich, I would buy a new car*. Remind them that we can't use *would* in the *if* clause in the second conditional.
- Explain to students that after *If I* in the second conditional we can use *was* or *were*, e.g. *If I were you, I'd ...* or *If I was you I'd ...*. Explain too that *were* can also be used with the third person.
- Remind them that the *if* clause can go at the beginning or at the end of the conditional sentence.

* First conditional vs. second conditional

- d** Students read the two sentences and identify which is first conditional and which is second conditional. Elicit the construction of the first conditional (*If* + present tense, *will* + infinitive without *to*). Ask students whether the main clause refers to the present or the future (the future for both conditionals). Then ask students which conditional talks about more likely situations.

Answers

Sentence 1 – second conditional; sentence 2 – first conditional
Situation 2 (first conditional) is more likely to happen.

- e** Students match the sentences in 1. Then they complete the sentences in 2 and 3 with their own ideas. Check answers and make sure students are using the correct construction.

Answers

- 1 If I get married next year, my parents will be very surprised.
If I got married next year, I wouldn't go to university.
- 2 If I have any money this weekend, I'll ...
(students' own answers).
If I had any money this weekend, I'd ...
(students' own answers).
- 3 If I get a good job when I leave school, I'll ...
(students' own answers).
If I got a good job when I left school, I'd ...
(students' own answers).

Language note

There are several other words which can be used instead of *if* to introduce conditional situations. *Imagine*, *suppose* and *say* all have similar meanings and are used when considering a possible situation and the effects it would have. In these cases, the clause is followed by a full stop rather than a comma. *Imagine/Say/Suppose you found £500. What would you do?*

Grammar notebook

Remind students to note down the rules to compare first and second conditional and to write a few examples of their own.

* OPTIONAL ACTIVITY

Write the following on the board. Ask students to write the words in their notebook in the correct order.

- 1 I famous a photograph If would his I take person met
- 2 If had fly an I to would Rome aeroplane I
- 3 I my phone police, I would to mobile If lost go the station
- 4 you saw you do if a garden strange would dog What in your

Answers

- 1 If I met a famous person, I would take his photograph.
- 2 If I had an aeroplane, I would fly to Rome.
- 3 If I lost my mobile phone, I would go to the police station.
- 4 What would you do if you saw a strange dog in your garden?

4 Speak

Students complete the questions and then add two more. Encourage them to use *imagine*, *suppose* and *say* to introduce a possible situation. Monitor and check students are using the correct forms. Students then ask a partner the questions. Ask a few students to tell the class about their answers. Discuss any interesting answers in class.

Possible answers

- 1 Where would you go?
- 2 Who would you meet?
- 3 What would you say?
- 4 What would you change?

5 Listening and vocabulary

* Crime

If you set the background information as a homework research task, ask students to tell the class what they have found out.

BACKGROUND INFORMATION

Young people and crime: In Britain the age of criminal responsibility is ten. At this age a child can be convicted of a crime. However, they cannot be sent to an adult prison before they are 17. In a recent survey of 5000 school children, 25 percent of children admitted to committing a crime in the past year. The top three crimes were: fare-dodging (not paying for tickets on public transport) – 46 percent; graffiti – 34 percent; and shoplifting – 33 percent. The survey also reported that over 80 percent of children committing crimes have been caught at some point before and that they had received some form of punishment.

Community service: This is volunteer work that benefits the community. Sometimes people who have committed minor crimes receive community service as part of their sentence. They might do something in their local community such as picking up litter.

Prison: There are 139 prisons in England and Wales and they hold approximately 75,000 people. The prison population has increased dramatically in the last ten years. In the early 1990s the average prison population was approximately 45,000.

a

CD2 T7

Students match the words with the pictures. Encourage them to make a guess by using clues in the word, e.g. *shop* in *shoplifting*, *riding* in *joyriding*, etc. Play the recording to check answers and make sure students understand the meaning of the words.

TAPESCRIPT/ANSWERS

- 1 a burglary
- 2 f joyriding
- 3 c arson
- 4 e shoplifting
- 5 d pick-pocketing
- 6 b vandalism

- b** ▶ **CD2 T8** Explain that students are going to listen to a radio show about teenage crime and tick the crimes mentioned. Tell them not to worry about any unknown vocabulary at this stage and encourage them to listen for the words in Exercise 5a. Play the recording and check answers.

TAPESCRIPT

Presenter: Hi there and welcome to this week's edition of *Teen Chat*. Today we're going to talk about teenage crime. A shocking 50 percent of young people between 11 and 17 have broken the law. Not always with serious crimes, but today I've got three young people with me in the studio who ended up on the wrong side of the law. They've agreed to come and talk today to try to stop others from making the same mistake. So, Dan, let's hear from you first. What was it you did?

Dan: Well, I'm afraid I stole things. At first, it was stuff from the supermarket, but it soon got more serious. And in the end, I was stealing things – usually money – from houses.

Presenter: You mean burglary?

Dan: Yes. I know it's terrible but at the time I didn't care. I was unhappy at home, my parents had nothing and I wanted money. I used to think 'If only I had the same things as other kids, my life would be better'. So, I thought it was OK to take what other people had. But now I realise it isn't OK at all.

Presenter: What made you stop, then, Dan?

Dan: Well, I got caught and taken to court. I was nearly sent to a youth offenders' institution, but in the end I got 400 hours of community service. I had to go and clean the streets. It made me think about what I'd done and how wrong it was. I can honestly say I've never broken the law since.

Presenter: Great news, Dan. Well done. Now, Kerry, what did you do?

Kerry: Well, I stole things too, but in my case it was shoplifting. I wanted nice clothes, and I didn't have the money to buy them, so I stole them. I feel terrible about it now. If I could turn the clock back, I would.

Presenter: And you got caught?

Kerry: Actually, I didn't get caught. I started feeling so bad about what I was doing, that I told my mum everything. She made me take some of the

things back to the shops – that was enough of a punishment. And now I've got a part-time job in a clothes shop – one of the shops I stole from! The owner knows about my past and she wanted to give me a second chance.

Presenter: OK, thanks Kerry. And you, Alex? What's your story?

Alex: Well, my crime was very serious indeed. When I was about ten, I started setting fire to things.

Presenter: You committed arson?

Alex: I know it's a really serious crime because people die in fires, but back then I just thought it was exciting. I didn't think about how dangerous it was.

Presenter: What did you set fire to?

Alex: Things like litter bins and trees. But once I set fire to a garden shed. There were chemicals inside, and the whole thing exploded. It scared me and made me understand what I was doing. Imagine if I did that again and there was someone inside the shed!

Presenter: Were you caught?

Alex: Yes, I was. I was too young to go to prison: I had a social worker for a couple of years. I never ever got into trouble again.

Presenter: Well, thanks everyone for coming in to talk to us today. Now, next week we're ...

Answers

shoplifting (stealing from a shop)
burglary
arson

- c** ▶ **CD2 T8** You may want to explain some of the more difficult vocabulary: *court*, *community service*, *social worker*. Play the recording again. Students use the words in the box to complete the crime column of the table and then add the reasons for committing them. Check answers.

Answers

	Crime	Reason
Dan	burglary ✓	money
Kerry	shoplifting	clothes
Alex	arson	excitement

- d** ▶ **CD1 T42** Read the questions with students and check difficult vocabulary: *spray*. Students answer the questions in pairs. Play the recording again for them to check their answers. Check answers with the class and, if necessary, play the recording again, pausing after each answer.

Answers

- 1 The market.
- 2 400 hours community service.
- 3 Take the clothes back to the shops.
- 4 She works in a clothes shop.
- 5 A garden shed.
- 6 Scared.

Vocabulary notebook

Encourage students to start a wordmap about *crime* with the categories *crimes*, *verbs* and *punishments*, and to note down the words from this exercise. They may find it useful to note down translations too.

* OPTIONAL ACTIVITY

Write the following sentences on the board:

Teenagers who steal from shops should have to stand in the town centre holding a sign saying 'I steal from shops.'

Teenagers who vandalise things should be sent to prison for ten years.

Separate students into four groups A – D. Ask students to prepare a short presentation *in favour of or against* one of the statements. A and B should argue in favour of each statement while C and D should argue against. Tell students that for the purposes of this exercise it doesn't matter if they don't actually agree with their arguments. Students should justify their opinions with examples. Ask students to elect a spokesperson. After students have prepared their presentations, put groups A and C together, and B and D together. Each group should take turns to present their arguments, then debate the topic.

6 Speaking and vocabulary

* Crime verbs

- a** **Weaker classes:** Ask students to think of ways crimes are commonly punished. Elicit: *send someone to prison*, *pay a fine*, *put someone on probation* and *do community service*. Point out the verbs that are commonly used with each noun. Now follow the procedure for stronger classes.

Stronger classes: Students read the text and use the correct form of the verbs in the box to complete the text. If necessary, allow students to use a dictionary. Encourage them to look up the nouns, and find the verbs which collocate with them. Check answers, then in open class, discuss with students whether they think *community service* is a good idea.

Answers

- 1 get 2 doing 3 committing 4 breaks
- 5 gets 6 gets 7 Sending 8 pay 9 put
- 10 commit 11 do

- b** Ask students to read the text again quickly and find the four types of punishment that are mentioned. Stronger classes may be able to remember these without looking back at the text.

Answers

- Go to prison; pay a fine; do probation; do community service

- c** Read through the questions with students and check any difficult vocabulary: *drop litter*, *offender*. Students work with a partner and discuss the questions. In open class, discuss the answers and ask students how they would punish each of the crimes in Exercise 5a.

Answers

- 1 Students' own answers
- 2 Possible answers: not buying tickets on public transport, downloading music, copying CDs, cycling on the pavement, driving through a red light
- 3 Students' own answers

Vocabulary bank

Refer students to the vocabulary bank. Read through the words and phrases in open class and check understanding.

Vocabulary notebook

Encourage students to add new words to their wordmap about *crime*. They may find it useful to note down translations too.

* OPTIONAL ACTIVITY

For students to practise this vocabulary, ask them to work in pairs and write an imaginary newspaper article about a famous person (or perhaps their teacher!) who has committed a crime. Encourage them to explain the crime and the punishment in detail using some of the crime vocabulary and expressions from this unit. Display the finished articles around the classroom and ask students to circulate and read them, then decide on which is the best article.

7 Grammar

* I wish / If only

- a** Weaker classes: Write these sentences on the board:
I'm poor. I wish I had more ...
I live in a boring village. I wish I lived ...

Ask students to suggest ways of ending each sentence, e.g. *I wish I had more money. / I wish I lived in a town.* Point out the tense of the verb used after *wish* (past simple). Check students understand that the sentences do not refer to the past.

Stronger classes: Ask students to complete the sentence *I wish ...* with their own words. Elicit a few examples and rephrase the students' wishes, if necessary, so that they have a past tense after *I wish*, e.g. *I wish I had more money, I wish I was rich, I wish I could speak better English.* Tell students that after this structure we use a past tense to refer to wishes about a present situation.

Students look at the example sentences on page 63. Tell students that *If only ...* is used in a similar way to *I wish ...* (see Language notes). Read the questions with students and elicit the answers. Point out that this use of the past tense is similar to the use of the past tense in the second conditional.

Answers

1 No 2 No 3 past simple

Language notes

- If only ...* is a stronger phrase than *I wish ...* and is commonly used to talk about regrets. When we use *If only ...* to talk about past regrets we use a past perfect tense after the *If only ...* clause, e.g. *If only I had locked my bike ...* and the present perfect in the main clause (... *it wouldn't have been stolen*).
- It is common to use *were* instead of *was* after *I wish / If only*, e.g. *I wish I was / were rich* or *If only he was / were here now* are all correct.

Ask students to look at the sentences in the Look! box, and explain that the first sentence means *I would like to dance as well as you* and the second sentence means *I can't dance as well as you and I regret this*.

- b** Students complete the sentences with the correct tenses of the verbs in the box. Explain that there may be more than one possible answer. Allow students to check answers with a partner before feedback in open class.

Answers

1 understood/could understand
 2 was/could be 3 didn't have 4 knew
 5 was/could be 6 played/could play

Grammar notebook

Remind students to note down the rules for this structure and to write a few examples of their own.

8 Speak

- a** Ask students to look at the paintings. Ask if students know anything about the paintings or the artists. Ask them if they can guess when they were painted. Students work with a partner to think of three thoughts beginning with *I wish* or *If only*. Ask a few pairs for their answers and encourage students to give reasons. Check students are using an appropriate past tense after *I wish/If only*.

Possible answers

I wish I could go home.
I wish there were more people here.

- b** Read the topics in the box and check students understand *environment* and *environmentally-friendly*. Ask a pair of students to read aloud the dialogue as an example, then ask students to discuss the topics in the box using *I wish/If only*. Monitor and check students are using tenses appropriately. As feedback, listen to some of the best dialogues in open class.

9 Pronunciation

See notes on page 126.

10 Listen and speak

- a** Students discuss their ideas in small groups and feedback to the class.
- b** ▶ CD2 T10 Play the song for students to find out if any of their ideas are mentioned.
- c** Students work in pairs to match the sentence halves.
- d** ▶ CD2 T10 Students listen again and check their answers.
- e** Students work in pairs to match the words to the definitions. Check answers.

Answers

1 c 2 e 3 d 4 a 5 b

- f** Students work in pairs or small groups to find the song lines. Check answers.

Answers

1 line 1 2 line 3 3 lines 4–5 4 line 12
 5 lines 13–18 6 line 24

- g** Students complete the text. Check answers.

Answers

1 scene 2 hang around 3 turn into
4 breeze 5 freeze

- h** Students read the text and complete the exercise.
Check answers.

Answers

2 F (in 1998) 3 T 4 T 5 F (they were popular
all over the world) 6 T 7 F (the critics weren't
disappointed) 8 T

11 Write

- a** Ask students to complete the exercise in pairs.

Answers

He is writing about teenage crime; he thinks
there should be more for teenagers to do.

- b** Students discuss the questions and feedback as a
class.
c This exercise can be set as homework.

12 Last but not least: more speaking

- a** Ask students to think about the situations and
complete the sentences. Write a couple of
examples on the board if necessary.
b Tell them to discuss the situations in pairs and
compare their sentences.
c Remind students of the *If only ...* structure, and
elicit a few examples. Ask them to discuss their
regrets with their partner using *If only ...*. Monitor
the class and give help where necessary.

Check your progress

1 Grammar

- a** 2 to be 3 to study 4 to give 5 getting
6 to check 7 drinking
b 2 had, wouldn't share 3 would be, did
4 wouldn't be, had 5 didn't talk, would
understand 6 would ... buy, won
c 2 ... I was taller.
3 ... I understood physics.
4 ... my football team weren't bottom of the
league.
5 ... I didn't have to finish this tonight.

2 Vocabulary

- a** 2 imagination 3 entertainment 4 popularity
5 kindness 6 reaction
b 2 get away with it – it's the only one where you
are not caught
3 arson – the others involve taking something
from somebody
4 do community service – it's the only one that
is a punishment
c 2 get away with it 3 doing community service
4 sent to prison 5 shoplifting

How did you do?

Students work out their scores. Check how they
have done and follow up any problem areas with
revision work for specific students.

Memo from Mario



Be honest!

1 An old favourite – Alibi

- ▶ Tell students that last night, some time between, say, seven and nine o'clock, some graffiti was sprayed onto the wall of the school.
- ▶ Put the students in groups of four. Tell them to decide which pair should be the 'criminals' and who should be the 'authorities'.
- ▶ Explain that the 'criminals' will have five minutes to prepare their alibis, and will then be interviewed separately by the 'authorities'.
- ▶ The 'criminals' go outside the classroom and prepare their alibis for those two hours. They should say they were together, and decide on where they were and what they did. Suggest that they think of details and try to predict what questions the 'authorities' might ask.
- ▶ Meanwhile the 'authorities' prepare their questions. They can only ask about the two specific hours. Encourage them to think of details. For example, if the 'criminals' say they went to the cinema, ask about the film; ask about details of the clothes worn, etc.
- ▶ After five minutes, bring in one of each pair of 'criminals' to be questioned. When the 'authorities' have asked all their questions, the first 'criminal' should be seated away from the group, where they cannot have eye contact with their partner.
- ▶ Then the second 'criminal' comes in to be interviewed. They should be asked the same questions.
- ▶ When the questions have been answered, each group of 'authorities' decides if the 'criminals' are guilty or innocent, based on the answers they gave during the interviews. If they decide on a guilty verdict, they must be able to point out differences in the answers given by the 'criminals'. If they can't find any differences, then the verdict must be innocent.

RATIONALE

Fun! This activity can be done as a whole class, but working in small groups like this gives everyone more opportunity to participate. It also gives you an opportunity to listen in and check the students' use of past simple and past continuous. But don't correct them during the interviews.

2 Believable? Or not?

- ▶ Start by demonstrating the activity yourself. Write four statements about your life on the board, one of which is untrue.
- ▶ Get the students to ask you questions to discover which statement is untrue. For example, if you wrote: *I have been to Australia. I lived in Brazil for a long time. At university I studied English and French. I met my husband in London*, the students could ask *When did you go to Australia? Why? Where in Brazil did you live? Do you speak French now? Where exactly did you meet your husband?* etc.
- ▶ Then ask students to write four statements about their lives. Put the students in pairs to question their partners about the statements. The person answering the questions can only lie about the untrue statement, the other answers must be true.

RATIONALE

This activity helps students to find out more about you, and then about each other.

Unit overview

TOPIC: Different views of the same story and how things can be viewed differently

TEXTS

Reading: an article about the Roswell Incident

Listening: a radio programme about the Loch Ness Monster

Reading and listening: an article about cryptozoology

Writing: a story about a conspiracy theory

SPEAKING AND FUNCTIONS

Discussing the Roswell Incident and the Loch Ness Monster

Talking about conspiracy theories

Discussing problems

LANGUAGE

Grammar: Linkers of contrast; modal verbs of deduction (present)

Vocabulary: Problems

Pronunciation: /əʊ/ *though*

Warm up

Books closed. Tell the following story to students. Be as convincing as possible!

Last year, I went to Brazil on holiday. One night it was very hot and I couldn't sleep, so I decided to go for a walk along the beach. It was very late and there was no one around. Suddenly I saw a strange light in the sky. It was very small, but getting bigger, as if it was coming closer. I was very scared as it approached and I couldn't move. The light moved around in circles and then jumped around the sky, bouncing like a ball. Then it became smaller and smaller and disappeared. I can't explain what it was.

Ask students what they think was in the sky. Do not comment on their answers at this stage.

- a** Books open. Ask students what UFO stands for (unidentified flying object). In pairs, ask students to look at the picture and discuss the questions in pairs. Listen to some of their ideas and encourage them to tell any stories they may have about UFOs.
- b** Tell students they are going to read two different texts about the same incident. In pairs, Student A reads the text on page 68 and Student B reads the text on page 126. Students then discuss the questions in pairs. Monitor and help students with vocabulary as necessary.

Answers

- 1 It was an airfield.
- 2 Because it wasn't wreckage from an aeroplane.
- 3 It was hidden away.
- 4 Because the base was sending up spy balloons at the time.
- 5 The bodies of aliens.
- 6 A ufologist.

- c** Read through the instructions with students. Divide the class into pairs and ask them to discuss the incident at Roswell, using the information found in texts A and B. Monitor and help with vocabulary. As feedback, invite the students to give their own opinions and hold a group discussion on the existence of aliens and whether there really was a UFO crash at Roswell.

1 Read and speak

If you set the background information as a homework research task, ask students to tell the class what they have found out.

BACKGROUND INFORMATION

The Roswell Incident describes an event that supposedly happened in July, 1947 in Roswell, New Mexico, USA. The United States Air Force found the wreck of some kind of aircraft. Later some people claimed that the Air Force had found the wreck of a space craft and also the bodies of some aliens. They claimed the government kept their findings secret to avoid panic.

New Mexico is a state in the south-western region of the United States with a population of almost 2 million. The state is home to the highest proportion of Hispanics of any US state (45 percent). Twenty nine per cent of residents use Spanish as their first language. The largest city is Albuquerque and the state is home to the Los Alamos research facility (Los Alamos National Laboratory) where the first atomic bombs were designed and manufactured.

2 Grammar

★ Linkers of contrast *however* / *although* / *despite* / *even though* / *in spite of*

- a** Books closed. Write the following sentences on the board:
Some people said it couldn't have been a UFO that crashed.
One man disagreed.

Ask students if they can join the sentences with a connecting word. Elicit *but*.

They said it couldn't have been a UFO that crashed, but one man disagreed.

Now write these sentences on the board:

- 1 *Some people said it couldn't have been a UFO that crashed., one man disagreed.*
- 2 *..... they said it couldn't have been a UFO that crashed, one man disagreed.*
- 3 *..... some people saying it couldn't have been a UFO that crashed, one man disagreed.*

Write the different linkers of contrast on the board and tell students that these words are also used to link contrasting sentences. Ask students to match the linkers with each sentence. Encourage them to read the sentences aloud to see if they sound correct.

Answers

- 1 *However* (Point out the comma that follows *however*. Tell students that this has a similar meaning to *but*. Point out that it is usually used at the beginning of a sentence.)
- 2 *Although* / *Even though* (Tell students that *even though* is a stronger form of *although*. Point out that we never say *even-although*.)
- 3 *In spite of* / *Despite* (Tell students that these phrases have the same meaning. Point out that we do not say *despite-of*.)

Students open their books at page 69 and choose the correct options. Encourage them to choose the words they think sound right before checking in the texts. Check answers in open class.

Answers

- 1 *Although* / 2 *Even though* / 3 *However*
 4 *In spite of* / 5 *Even though*

- b** Students look at the sentences in Exercise 2a, and complete the rule and the examples in the rule box.

Answers

although, even though, Although / *Even though*
despite, in spite of, In spite of / *despite*
however, However, however

- c** Go through the example. Students go through the other sentences and choose an appropriate linker to combine them. Point out that there is sometimes more than one way to link the sentences.

Answers

- 2 I'm going for a run, *even though* it's raining.
Even though it's raining, I'm going for a run.
- 3 *Although* he didn't have any evidence, we believed his story about the UFO.
 We believed his story about the UFO, *although* he didn't have any evidence.
- 4 *Even though* this sounds weird, I know I saw the body of an alien.
- 5 *Despite* being very rich, they aren't happy.
 They aren't happy, *despite* being very rich.
- 6 I know people who have seen UFOs. *However*, I don't believe UFOs exist.
 I know people who have seen UFOs. I don't believe UFOs exist, *however*.
- 7 *In spite of* having suspicions, the investigators believed what they heard about the crash.
 The investigators believed what they heard about the crash, *in spite of* having suspicions.
- 8 *Even though* he had photographs of aliens, they didn't believe his story.
 They didn't believe his story, *even though* he had photographs of aliens.
- 9 *Although* I didn't like the book, I enjoyed the film.
 I enjoyed the film, *although* I didn't like the book.
- 10 *In spite of* being cold, she didn't wear a jacket.
 She didn't wear a jacket, *in spite of* being cold.

Get it right!

Refer students to the Get it right! section. These exercises can be used as homework or for fast-finishers.

Grammar notebook

Remind students to note down the rules for linkers of contrast and to write a few examples of their own.

3 Pronunciation

See notes on page 126.

LOOK!

Read through the Look! box with students. Point out that in the negative form, *not* separates *despite* / *in spite of* from the noun phrases or *-ing* form.

4 Listen

If you set the background information as a homework research task, ask students to tell the class what they have found out.

BACKGROUND INFORMATION

The Loch Ness Monster is a sea animal that some people claim lives in Loch Ness, a lake in Scotland. The famous photograph of the monster from 1934 was revealed to be fake in 1994. There have been several searches of the lake, most recently in 2001, which have found nothing.

Bigfoot: Also known as Sasquatch, Bigfoot is an ape-like creature which has been sighted in the north-west region of the United States. It is reported as being between 1.8m and 3m tall and covered in dark brown hair. Bigfoot footprints have been found which measure 60 cm long by 20cm wide. Scientists do not believe in the existence of Bigfoot and say that there would need to be a large number of these creatures to maintain the breeding population.

Conspiracy theories are the beliefs that historical or current events are the result of secret deliberate planning by official organisations, e.g. usually government bodies. The moon landings are a common source of conspiracy theories. (See Background Information for Exercise 4).

John Fitzgerald Kennedy (1917–1963) was the 35th president of the USA (1961–1963). At 43, he was the youngest man in American history to be elected President. He was shot in his car in Dallas, Texas. A man was charged with his murder but this man was also shot and he died before he went to court. Kennedy's death is probably the most famous incident in the world linked to conspiracy theories. There are theories that he was killed by many different people including the Russian secret service, the Italian mafia, the American government and the Cuban government.

The Roswell Incident: See Background Information for Exercise 1.

- a** Students answer the question with a partner. Discuss answers in open class but do not comment at this stage.
- b** Students discuss questions 1–4 in pairs.
- c** ▶ **CD2 T13** Tell students they are going to listen to a radio show about the Loch Ness Monster. Students listen to the first part of the show and check their answers to Exercise 4a. Play the recording again, pausing where necessary. Elicit that the research team found nothing.

TAPESCRIPT

Presenter: ... and another theory which has been around for a very long time is the theory of the Loch Ness Monster. Is there or isn't there a strange creature in that lake? Some people say there must be. But others say there can't be. And, as we all know, there are plenty of photos that 'show' the monster. But are they real or fake? A research team went to Loch Ness a few years ago with a huge amount of technical equipment which gave them very accurate pictures of what the lake looks like under the water. They explored the whole lake and ... they found no evidence at all of any large animals in there. 'The equipment is excellent. We got some very clear pictures of the loch. But no pictures of any monsters,' reported one of the members of the team.

Answers

- 1 Because of the Loch Ness Monster.
- 2 The programme suggests that the photos are fake.
- 3 Students' own answers.
- 4 Students' own answers.

- d** Ask students to match the words in the box to the definitions. If necessary, give students dictionaries. Check answers.

Answers

- 1 sonar image 2 sonar equipment 3 scanner

- e** ▶ **CD2 T14** Read through the four statements with the class. Play the recording. Students work in pairs to discuss whether the researcher thinks the statements are true or not. Ask a few pairs to explain their answers, giving reasons for their choices. Ask the class if anyone believes that the Loch Ness Monster exists.

TAPESCRIPT

Presenter: Tim Rowan, welcome to the programme. Now, you were a member of the team that searched for Nessie, weren't you?

Tim: I was indeed. And, you know, I really wish I'd found her! But, we had the most up-to-date equipment, scanners and digital cameras, and there was no monster in that lake, believe me.

Presenter: So you actually got pictures from under the water?

Tim: We got hundreds ... and nobody from the team came up with anything that looked like a monster. And we didn't only take ordinary pictures. We took what're called sonar images as well. That means, we got pictures made from the sounds underwater. Sonar equipment makes pictures of large objects, even invisible ones, from the way sounds bounce back off objects.

And because we have those sorts of pictures, we know there was no monster under the water.

Presenter: So, if you don't have any pictures, there can't be a monster there, you mean?

Tim: That's right.

Presenter: So why do people continue to believe in the monster?

Tim: People like these conspiracy theories.

Presenter: Conspiracy theories?

Tim: Yes. People like to believe in things that are a bit different, a bit unusual ... even a bit exciting. And some people do this even though there is no hard evidence to support what they believe.

Presenter: Like believing in aliens or Big Foot?

Tim: Well, yes. And bigger things like the theories about who was really responsible for the shooting of President Kennedy in the last century, and whether Michael Jackson really died or is still alive.

Presenter: So, even though there is no proof at all that the monster exists, you think the story won't go away?

Tim: Oh, I know it won't. Look – we know for a fact there isn't even enough food in the lake to support any large water animal, and definitely not a monster! It's a fact ... but that won't stop the believers. Do you remember the experiment when researchers put a piece of wood in Loch Ness? When a coach of tourists went past, they lifted the wood up out of the water. The tourists saw it ... and later when they were asked to draw what they had seen, quite a few of them drew monster-shaped heads! Like I said, people believe what they want to believe.

Presenter: So you're saying there is no monster and that's that?

Tim: That's right. There is no monster.

Presenter: Well, listeners, I'm sorry to disappoint you. But later, we're going to hear from someone who completely disagrees with Tim. But for now, that's all we've got time for ...

Answers

1 No 2 Yes 3 No 4 No

yes no yes



CD2 T15 Tell students they are going to listen to somebody who disagrees with the researcher. Read through the sentences with students and check any difficult vocabulary (*disprove*). Play the recording and ask students to listen and decide if the sentences are true or false. Students check answers with a partner. Play the recording again, pausing if necessary. Students correct the false statements.

Weaker classes: It might help students if they predict whether the answers are true or false first and then listen to check.

TAPESCRIPT

Presenter: ... George Davies, author and professor, is here to explain just why we can go on believing in conspiracy theories. Welcome George.

George: Thanks. It's good to be here.

Presenter: Now, we've just heard from Tim Rowan, who completely convinced us that there is no such thing as a monster in Loch Ness. How do you reply to that, George?

George: I guess he talked about the experiments they've done with special underwater equipment, didn't he?

Presenter: Yes, that's right.

George: You see, the thing is this. Whenever people try to disprove a theory – even a simple one like the one about Nessie – they use a scientific approach. They sort of analyse the facts and ignore any evidence that doesn't fit in with what they're trying to prove. Now, what do we know about Nessie? We know hundreds of people say they have seen her. Some people have photos of her. But because scientists say there isn't any such thing as monsters, the researchers tell us she doesn't exist. But they could be looking for her with completely the wrong equipment. We don't know whether or not sonar equipment will detect Nessie because we don't know what her body is like. We can't say for sure that sonar equipment will find her in the loch. Again, we simply don't know. She could have been hiding. The monster might live under the ground somewhere in the loch. So, a group of researchers taking a few pictures doesn't really tell us anything.

Presenter: So, is it fair to say you are a believer in conspiracy theories in general?

George: Not all of them, of course. For example, I do believe man walked on the Moon. I don't think those photos and the TV broadcasts were a hoax! But I do not believe one crazy man was responsible for shooting American President Kennedy. I agree that there might have been a political reason why some people wanted him dead. The thing is, whenever a new theory comes along, some people make up their minds about it right away and then they refuse to listen to any other evidence. My advice is, listen to ALL the facts, ALL the information, then make up your mind what you believe. And – be prepared to change your mind if new information comes up.

Presenter: Well, you've given us food for thought today, George. Thanks for coming in.

George: My pleasure.

Answers

1 T 2 F (some theories can't be disproved by science) 3 F (the monster could have been hiding) 4 T 5 T

* OPTIONAL ACTIVITY

You may want to ask students to do some research for Exercise 5 for homework. In groups, students decide which conspiracy theory they would like to research. Then, in a subsequent lesson, students share the information they have found and prepare a short presentation. Make sure that groups don't all choose the same theory.

5 Speak

Read through the information about conspiracy theories with students. Ask students which conspiracy theories the photos are related to (see Background Information for Exercise 4). Students work in groups of four and choose a conspiracy theory they know. Ask them to prepare a small presentation outlining the arguments for and against the theory. Tell them to try and agree on whether they support the theory or not. Give each group ten minutes to prepare their mini presentations and then ask them to report to the class. Discuss interesting theories and ask the class to vote on whether they believe the conspiracy theory or not.

6 Grammar

* Modal verbs of deduction (present)

- a** Books closed. Write these sentences on the board:
The moon landings didn't happen.

John F. Kennedy was murdered by the American Secret Service.

The governments of the world know that there is life on other planets.

Ask students if they believe any of the conspiracy theories. Ask if they think any of them *could/might* be true. Ask if they think any of them *must be* false. Elicit the sentences *It could/might be true* and *It must be true/false*.

Students open their books at page 71, read the examples and answer the questions. Check answers.

Answers

1 a, b 2 c, d 3 can't be

Remind students that modal verbs are followed by an infinitive without *to* and that the opposite of *must be* when making deductions is *can't be* and

that *could* and *might* have similar meanings in this context.

- b** Students complete the sentences. Check answers and make sure students are pronouncing *must be* as /mʌsbi/.

Answers

1 could be 2 can't be 3 must be
4 can't be 5 can't be

Grammar notebook

Remind students to note down the rules for modal verbs of deduction and to write a few examples of their own.

7 Vocabulary

* Problems

- a** Ask students to read the text through once before they match the underlined words with the definitions, to get a general idea of the text. Point out that several of the underlined words are phrasal verbs and that the main verbs will give them a clue to its meaning, e.g. *think it over* = *think about it*. Encourage students to guess the meanings of other words. Students check answers in pairs before feedback in open class.

Answers

1 sort it out 2 talk it over 3 sleep on it
4 think it over 5 make up my mind
6 ignore it 7 comes up 8 go away
9 come up with 10 come back to

* OPTIONAL ACTIVITY

Depending on the sensitivity of your class, you might want to ask students if they have a similar approach to problems at school and at home. Encourage them to use suitable vocabulary.

- b** Students complete the sentences with words from the text in the correct forms. If necessary, go through the first example with them. Monitor that students are using the correct forms. If students write the words in their vocabulary notebooks, they can use the sentences as examples.

Answers

1 sort (everything) out 2 comes up
3 making up my mind 4 talk over,
comes up with 5 ignore, goes away

- c** In pairs, students discuss which of the statements in Exercise 7b are true for them.
- d** Students discuss serious problems they have had. Encourage students to listen carefully to their partner without interrupting them. Afterwards they

can ask questions if appropriate. Listen to some of the most interesting stories in open class and encourage discussion. You may like to ask students what they would do in the situations before hearing how the problem was solved.

Vocabulary bank

Refer students to the vocabulary bank. Read through the words and phrases in open class and check understanding.

Vocabulary notebook

Encourage students to start a section called *Problems* and to note down the words from this exercise. They may find it useful to note down translations too.

Culture in mind

8 Read and listen

If you set the background information as a homework research task, ask students to tell the class what they have found out.

BACKGROUND INFORMATION

Vu Quang is a mountainous rainforest area in northern Vietnam. It rains continually in the rainy season and is foggy in the 'dry' season. New species of deer, antelope and fish have all recently been discovered in the region.

The **okapi** (see the photo in the Student's Book) looks like a stumpy giraffe with stripes like those of a zebra on the rear legs and rump. In fact they are closely related to giraffes. Like a giraffe, the okapi's long tongue allows it to reach and pull down leaves. They live in dense rainforest in the Congo in Africa. They are one of the hardest animals to see in the wild because they live in such dense forest.

The okapi was not discovered until the late 19th century by the British explorer Sir Harry Johnston. The okapi's shyness and impenetrable habitat meant that it had been overlooked by earlier explorers. It is estimated there are between 10,000 and 35,000 okapi left in the wild.

The **mountain gorilla** (see the photo in the Student's Book) is very strong and powerful but also generally shy and gentle. There are about 720 remaining gorillas left in the world living in two regions in Uganda, the Bwindi Impenetrable National Park and a mountainous region called Virugas. The gorillas live in groups of 11, on average, led by a dominant male.

The **dodo** is one of the most well-known extinct species in the world. The dodo was a non-flying

bird endemic to the island of Mauritius in the Indian Ocean. It measured about one metre tall and weighed around 20kg. It has been extinct since the 17th century.

The **giant moa** was another non-flying island-living bird, from New Zealand. There were several species of moa, some taller than the elephant bird at 7ft (2m) to the middle of the back and 13ft (4m) to the head (twice the height of a tall man), although their necks probably projected forwards like a kiwi's rather than upwards as usually depicted. They were three times the weight of a large man at up to 200–275 kg. The giant moa's eggs measured 10 inches (24cm) long and 7 inches (18cm) wide. Females were one and a half times the size and almost three times the weight of males. In the past, the males and females had been wrongly considered different species due to this size difference.

Warm up

To introduce the topic, ask students which animals they have seen in the wild (not in the zoo!). Brainstorm animals and write any unusual ones on the board.

- a** Ask students to look at the picture and to try to name the animals. Check answers.

Answers

gorilla, lizard, antelope

- b** You may like to ask students to close books and write the word *cryptozoology* on the board. In pairs, students discuss what cryptozoology means. Listen to some of their ideas but do not comment at this stage. Students read the text quickly to find the meaning. Encourage students not to look up every new word or to worry about the gaps in the text, but just to read and get the general idea.

- c** ▶ **CD2 T16** Read through the questions with the class and check understanding. Ask students to read the text again and listen to find the answers. Students compare answers with a partner before feedback. Ask them to give reasons for their answers.

Answers

- 1 The study of 'hidden' animals.
- 2 Animals that might or might not exist.
- 3 An animal studied by cryptozoologists that certainly does exist.
- 4 Scientists claim Bigfoot is a great ape.
- 5 They had been thought to be extinct for 500 years.
- 6 Students' own answers.

- d** Read through the vocabulary items. Ask students to match the words with their meanings. Encourage students to do this from memory before reading the text again to check. Check answers.

Answers

1 e 2 c 3 f 4 d 5 b 6 a

- e** Read through the sentences with the class to check understanding of difficult vocabulary (*hunting, jump the gun*). Students complete the sentences and check answers with a partner before feedback.

Answers

1 extinct 2 refused 3 literally 4 absolutely
5 certainly 6 proof

Language note

Students may make mistakes when using the adverbs *absolutely* and *certainly*. Tell students that these adverbs collocate with specific adjectives or verbs and that they will need to learn the adverbs as part of a set phrase. Give them some examples: *to be absolutely right/wrong, to certainly think something (I certainly think that ...)*. Tell students that the best way to learn which words collocate with the adverbs is to make a note of any they come across in their vocabulary notebooks.

Vocabulary notebook

Encourage students to start a section called *Mysteries* and to note down the words from this exercise. They may find it useful to note down translations too.

9 Write

Students can do the preparation for this in class and the writing for homework.

Warm up

Write the following words on the board: *lake, freezing, dangerous, fisherman, creature, thunderstorm, boat*. Tell students that they are going to read a story which contains the words. In pairs, students try to guess what happens in the story. Circulate and help with vocabulary as necessary. Listen to some of their ideas in open class.

- a** Tell students the story is about a conspiracy theory. Students read the story quickly to answer the questions. Tell students not to worry about the meaning of every word, but to concentrate on finding the answers to the questions. Check answers.

Answers

The story is about a green-haired creature in a lake. The writer does not believe the story.

- b** Read through the text with students, clarifying any difficult vocabulary. Students find the words or phrases that demonstrate that the author does not believe the story. Check answers.

Answers

To be honest, I don't believe a single word of the story; What utter nonsense.; Not surprisingly, ...

- c** Students match the underlined words with phrases 1 to 4 in the box. Remind students that these are all useful phrases they can use in stories.

Answers

1 the weirdest thing
2 What utter nonsense
3 I don't believe a single word of the story
4 Not surprisingly

- d** Tell students they are going to write a story about a conspiracy theory. Students should first explain what the theory is, then present arguments which support the theory and arguments which disprove it. Finally, they should say what their own opinion about the theory is. Encourage them to use:

- linkers of contrast
- the words and phrases in the example story and in Exercise 8d
- a structure with the following paragraphs:
1) introduction (explanation of the theory),
2) arguments for, 3) arguments against, and
4) conclusion giving their own opinion.

In a subsequent lesson, encourage students to read each other's stories and vote on the most convincing argument.

10 Speak

Write the statement on the board. Debates work best if there is equal support for both sides of the argument. Divide the class into two groups. One group will argue in favour of the topic and the other will argue against. You might want to brainstorm ideas before students begin. In pairs or small groups within their larger group, students make a list of arguments to support their opinion. Back in their whole groups, students decide on which arguments are the most persuasive and which they will use in the debate. Circulate and help with vocabulary as required. Ask a spokesperson from each group to summarise their arguments. Give them a three-minute time limit. Encourage students from the other group to ask questions and counter the arguments. Act as a mediator to ensure all students get a chance to speak. Then take a view on which group was most persuasive and tell the class who 'won' the debate.

Memo from Mario



The truth is out there!

1 Revision: modal verbs of deduction

- ▶ In preparation, collect some pictures or photographs of people (not celebrities). You will need one picture for every two or three students, and one more to start the activity off.
- ▶ Show the students one picture and ask them to imagine the person's life and situation. Encourage them to use modal verbs of deduction and to give reasons for their ideas. *She might be an actress. / She could be a singer. / She's beautiful. / She must be very rich, she's got a very expensive car and designer clothes. / She can't be a teacher, she's too rich.* etc.
- ▶ Put students in pairs or groups of three, and give them a picture. Ask them not to show their picture to anyone else and to write on a separate piece of paper. They should write at least five or six sentences about the person in their picture.
- ▶ When they've finished, collect in the pictures and the writing. Display them around the room, with pictures and writing in different places.
- ▶ Get the students to read other people's writing and try to decide which picture they're talking about.

RATIONALE

When students use language to express their own ideas, it becomes 'their' language and helps to fix it in their minds.

2 Problems – Who would you go to?

- ▶ Write the following as a list on one side of the board. (List A)
Home / parent / brother or sister / school / school friend / boyfriend or girlfriend
- ▶ On the other side of the board write this list. (List B)
Best friend / mother or father / brother or sister / teacher / grandparent
- ▶ Put the students in pairs. Ask them to think of a problem they might have with each of the people/places in List A and then say who they would go to for help and why. Students compare answers with their partner. They could also be asked to say who they would *not* go to and why.

RATIONALE

This activity is deliberately left very open so that the students can take it as seriously or as flippantly as they wish. If a student has a really serious problem in their lives, they may not want to talk about it.

Unit overview

TOPIC: Strange and unexplained places

TEXTS

Reading and listening: an article about two mysterious places

Listening: a radio interview about Mesa Verde in the USA

Reading: an article about the discovery of Tutankhamun's tomb

Writing: a narrative: setting a scene

SPEAKING AND FUNCTIONS

Discussing theories about mysterious places

Asking questions politely

Speculating about a mysterious place

LANGUAGE

Grammar: indirect questions; modals of deduction (past)

Vocabulary: phrasal verbs

Pronunciation: *have in must have / might have / can't have / couldn't have*

1 Read and listen

If you set the background information as a homework research task, ask students to tell the class what they have found out.

BACKGROUND INFORMATION

The Pyramids are huge stone buildings built mainly between 2700 BC and 1750 BC. The most famous examples are in Egypt and were used as tombs (burial places) for pharaohs (political and religious leaders). The buildings are huge and archaeologists estimate that it would have taken 20–25,000 people approximately 20 years to build the Great Pyramid in Giza, Egypt. There are many unanswered questions about their construction.

Stonehenge is a unique monument in Wiltshire, England. It consists of a circle of very large stones and was probably built between 3000 and 1500 BC. Theories about who built it have suggested the Druids (religious groups from pre-Roman times), Greeks, and aliens. People think it may have been built for human sacrifice, as a monument to King Arthur, or as a tool for astronomy.

Warm up

Books closed. Write these places on the board:

The Pyramids

Stonehenge

Ask students if they know anything about them (see Background Information) and pre-teach *mysterious*. Discuss what students know about each place and ask if they know any other places in the world that are mysterious.

- a** Students open their books at page 74. Ask students to look at the photos and tell you if they know anything about the places.
- b** Elicit ideas from the class. Then ask students to read the text and see if they are correct. Encourage students not to look up every new word but just to read the text quickly to find the answers. You could give them a two-minute time limit to encourage them.

Answers

No one knows why Stonehenge was built or how the Pyramids were built.

- c** ▶ **CD2 T17** Read through the questions with students. Pre-teach any difficult words in the text, e.g. *man-made, upright, ropes, metropolis, tombstones, blocks of stone, slaves, skilled workers*. Play the recording. Students read and listen to the text and answer the questions. Students check answers with a partner before repeating the recording, pausing if necessary.

TAPESCRIPT

See the reading text on page 74 of the Student's Book.

Answers

- 1 Stonehenge.
- 2 It may have been a religious place or a place for observing stars and planets.
- 3 They mark the burial places of pharaohs.
- 4 They were both very heavy stones which were transported to the sites from far away.

2 Grammar

* Modals of deduction (past)

Warm up

Tell students you are going to revise a few modal verbs.

Think of a picture to draw on the board, e.g. a car or a house. Draw one line of the picture on the board and ask students to guess what the drawing is. Encourage them to use the modals of deduction *might*, *could*, *must*. Complete a little more of the drawing and ask them to comment again. Continue until you have nearly finished the drawing and invite them to comment again. Point out that *might* and *could* have similar meanings in this context but *must* indicates you are sure about something.

- a** Read through the questions with students and ask them to read the text on page 74 again to check if the answers are true or false. When students have found the answers, ask them to compare with a partner. During feedback, encourage students to give reasons for their answers and try to elicit sentences using past modals of deduction.

Answers

1 F (it might have been a place for observing the stars and planets) 2 F (it can't have been easy) 3 F (it must have been enormously difficult)

- b** Ask students to read the examples in Exercise 2a. Ask students what the difference is between these examples and the ones they gave you in the warm up (these examples are about the past). Point out the difference in the structure of modals in the present and the past (in the present we use modal + infinitive, in the past we use modal + *have* + past participle). Students match meanings 1 to 3 with sentences a to c. Check answers.

Answers

1 b 2 c 3 a

- c** Students complete the rule. Remind students there is a table of past participles on page 127.

Answers

past, past participle

- d** Students complete the sentences using a modal of deduction and the correct form of the verb. Point out that there is more than one answer for most sentences. Go through the first sentence as an example and ask students if there are any alternatives to the answer given (*might/could have been* are also correct but indicate the speaker is less sure that Jane was angry). Check answers and ensure that students understand how using a different verb changes the meaning.

Answers

- 2 can't/couldn't have brought (no difference in meaning)
- 3 might have been
- 4 might/must have left (*must* indicates the speaker is sure)
- 5 can't/couldn't have got (no difference in meaning)
- 6 might/must have taken (*must* indicates the speaker is sure)

Language note

Students might mistakenly say *It can't have be*. Make sure they are using the past participle of the verb *be* where necessary.

Grammar notebook

Remind students to note down the rules for modals of deduction and to write a few examples of their own.

3 Pronunciation

See notes on page 127.

4 Speak and listen

BACKGROUND INFORMATION

Mesa Verde is a national park in Colorado, USA. It is 211 square kilometres and is home to the ruins of the Anasazi, including Cliff Palace, thought to be the largest cliff dwelling in the USA. The area became a national park in 1906 to protect it from vandalism. It is also a UNESCO World Heritage Site.

- a** In pairs or small groups, students look at the photograph and discuss the questions. Listen to some of their ideas in open class as feedback, but do not comment at this stage.
- b** ▶ **CD2 T19** Tell students they are going to listen to an interview with a historian. Play the recording for students to listen and check their ideas from the previous exercise. Ask them to compare answers with a partner before checking in open class.

Answers

- 1 It's in the United States.
- 2 About 800 years old.
- 3 The Anasazi tribe lived there.
- 4 It's a National Park.
- 5 About 100 people.

- C** ▶ **CD2 T19** Play the recording again while students complete the notes. Before they listen, ask them what sort of information they are listening for (a name, a year, a year). Check answers with the class.

Answers

Location: USA.

Built by: a tribe of people called the Anasazi

Built in: around 1200 AD

Became a national park in: 1906

TAPESCRIPT

Presenter: Good morning everyone. This morning we're continuing our series about mysterious places, and today our mysterious place is *Mesa Verde*. And to tell us about it, we've invited Professor Wilkes, from the Open University.

Good morning Professor Wilkes.

Professor: Good morning.

Presenter: So, to begin with, could you tell us where *Mesa Verde* is?

Professor: Yes. *Mesa Verde* is part of a national park, which is also called *Mesa Verde*, and it's in the state of Colorado in the United States.

Presenter: And what exactly is it?

Professor: Well, *Mesa Verde* is basically a collection of houses and other buildings that were built in caves or in other parts of a rock wall by a tribe of people called the Anasazi.

Presenter: The Anasazi? How do you spell that?

Professor: Yes – A-N-A-S-A-Z-I. The name means 'the ancient ones' in the Navajo language. Now, the *Mesa Verde* houses were built in around 1200 AD – that is, just over eight hundred years ago. The Anasazi lived in these rock and cave houses for about a hundred years.

Presenter: Really, but, why build houses in the rock? Why not build your homes on flat land?

Professor: Well, frankly, we don't know for sure, but it's probable that living in the rock made the Anasazi feel safer. Anyway, it's clear that by 1300, the buildings at *Mesa Verde* were empty.

Presenter: And do we know why the Anasazi left?

Professor: No, not really. Again, we can only really guess. They could have been afraid of another tribe, perhaps. Or they might have had problems with food – their population grew and they didn't have enough food for everyone. It's very unclear.

Presenter: Professor Wilkes, can you tell us how the place got its name?

Professor: Yes, of course. When the Spanish were in this part of the world, in around 1760, and when they were travelling across the country to California, they went past here and gave the place its name – it literally means 'green table' or 'green tableland', in Spanish.

Presenter: So, the Spanish saw the rock buildings?

Professor: Well, no, they can't have seen the buildings because they didn't record them at all.

Presenter: So, when did we start to know about the place?

Professor: Well, it was only around the last part of the nineteenth century that people began to uncover all these wonderful buildings. It became a national park in 1906 – but already a lot of things had been stolen from inside the houses, unfortunately. Thieves must have stolen so many wonderful things – but at least it's a park now and nothing more is being taken away from the place.

Presenter: Yes, that's good news. Now, would you mind telling us what the houses are like?

Professor: Certainly. The houses themselves are quite incredible – one famous one has 94 rooms and we reckon that about 100 people lived in it at one time. If we look at the houses ...

* OPTIONAL ACTIVITY

▶ **CD2 T19** For further listening practice, play the recording again while students answer the following questions. Let students compare answers with a partner before feedback in open class.

- 1 What does *Anasazi* mean?
- 2 How long did the Anasazi live in the houses?
- 3 Why did they leave the houses?
- 4 Who gave the place its name?
- 5 What does *Mesa Verde* mean?
- 6 How many rooms are in the biggest house?

Answers

- 1 The ancient ones.
- 2 For 100 years.
- 3 Nobody knows for sure. They could have been afraid of another tribe or they might not have had enough food for a growing population.
- 4 The Spanish.
- 5 Green table.
- 6 93.

5

Grammar

* Indirect questions

- a** Books closed. Write on the board:
How were the stones moved?
Why was Stonehenge built?
We want to know ...

Ask students if they can finish the sentence with either of the questions we can't answer about Stonehenge. Elicit the indirect question form of each question and write them on the board:
We want to know ...
how the stones were moved.
why Stonehenge was built.

Tell students that these are indirect questions. Ask students what differences there are between the direct and indirect question form (in indirect questions you do not use an interrogative word order and, in these examples, there is no question mark).

Students open their books at page 76. Check students can identify the indirect and direct question examples.

Answers

The questions on the left are indirect.
The questions on the right are direct.

- b** Students work out the word order of each type of question.

Weaker classes: You might want to write these prompts on the board for students to put in order: *subject, question word, verb*

Answers

- 1 In direct questions, the subject comes after the verb: question word, verb, subject.
- 2 In indirect questions, the subject (e.g. Stonehenge) comes before the verb: question word, subject, verb.

Point out that transforming a direct question into an indirect question is done by using the same structure as a normal sentence after the question word.

- c** Students choose the correct options in the indirect questions. If necessary, do the first item as an example. Students will often instinctively choose the phrase which sounds correct, so encourage them to use instinct rather than formulas. Check answers and ask students to read their answers aloud.

Answers

- 1 why she's angry 2 it was built
3 what the answer is 4 what you are doing

- d** Students put the words in the correct order. Check answers and make sure students are using the correct word order after the question word. As a check, ask students if they can give you the direct question for each indirect question.

Answers

- 2 Do you know where the station is?
- 3 Could you tell us what the answer is?
- 4 Would you mind telling me who that man is?

* Indirect questions and auxiliaries

- e** Ask students to look at the pictures and match them to the questions. Check answers and ask students what is different about these direct questions and the direct questions in Exercise 5a (these questions include the auxiliary verb *do/did*).

Answers

A 4 B 2 C 3 D 1

- f** ▶ **CD2 T20** Tell students that they are going to hear the indirect forms of the questions in Exercise 5e. Ask students to write the questions they hear. Play the recording and repeat, with pauses, if necessary. Check answers and ask students what differences they notice between the direct and indirect question forms. Point out that in these examples the indirect question is still a question, so there is a question mark at the end.

TAPESCRIPT / ANSWERS

- 1 Can you tell me what time you close?
- 2 Do you know when it finishes?
- 3 Can you tell me where you got that cold drink?
- 4 Do you know if they won?

- g** Ask students to summarise what happens to the auxiliary verbs after the question words in the examples in Exercise 5f. Check answers and point out the language notes below.

Answers

The auxiliary *do/does* is not used in the indirect question form. The word order after the question word is the same as a normal sentence.

Language notes

- 1 Without the auxiliary *do*, the subject must agree with the main verb, e.g. *When does it finish?* becomes ... *Do you know when it finishes?*
- 2 Remind students that the tenses must agree, e.g. *Did they win?* becomes ... *Do you know if they won?*
- 3 Tell students that when the question starts with an auxiliary, e.g. *Did they win?* we replace the auxiliary with *if*.

Get it right!

Refer students to the Get it right! section. These exercises can be used as homework or for fast-finishers.

- h** Students rewrite the questions in the indirect question form. Monitor that students are using the correct word order and that the subject agrees with the verb. Check answers.

Answers

- 2 where they went 3 if he lives around here
- 4 what time the plane leaves
- 5 if he speaks English

Grammar notebook

Remind students to note down the rules for indirect questions and to write a few examples of their own.

6 Speak

Tell students that indirect questions are useful as they often make a normal question more polite. Ask students to write four questions using the indirect question beginnings *Do you know ...* and *Can you tell me ...*. Students work in pairs and ask and answer the questions. Monitor and check that students are using the correct word order.

Weaker classes: Students can prepare their questions in pairs and then ask them individually to someone from a different pair.

7 Reading and Vocabulary

* Phrasal verbs

If you set the background information as a homework research task, ask students to tell the class what they have found out.

BACKGROUND INFORMATION

The ancient Egyptians thought of their pharaohs as Gods. When they died, the Egyptians preserved the bodies by cleaning and drying them. Then they wrapped them in about twenty layers of cloth. The wrapped and carefully preserved bodies are called *mummies* and were buried in the pyramids. The Egyptians buried many valuable items with the bodies as they believed the pharaohs would need them in the next life. They also designed the pyramids to stop thieves from breaking into them. Finally, in some cases, a curse was placed on the entrance. This meant that if anyone broke into the tomb, they would soon die.

Tutankhamun was a pharaoh of Egypt. He died in 1352 BC in his late teens but little is known about the period when he ruled. He was not an important pharaoh but he is famous because his tomb was found in its original state. His mummified body was inside three coffins, one of which was made from solid gold. There were many stories about a curse on Tutankhamun's tomb. The man who provided the money to search for Tutankhamun died soon after its discovery and many people believed this was a result of the curse.

Howard Carter (1874–1939) was a British archaeologist. He first went to Egypt in 1891 and, over the years, became convinced that there was at least one undiscovered tomb. For five years Carter and his team looked for the missing pharaoh and found nothing. In 1922 they discovered a stone step in the earth. They continued digging and eventually found a closed doorway. Above the doorway, in the stone, they found the name *Tutankhamun*.

Warm up

Ask students if they know anything about Tutankhamun. Elicit *Egypt, Egyptian, pyramids, pharaoh, curse* (see Background information). Ask students if they know anything about the curse of Tutankhamun.

- a** Students read the text quickly and answer the question. Encourage them not to look up every new word but just to read quickly to find the answer.

Answer

On 4th November, 1922.

- b** Students read the article again and match the phrasal verbs with definitions 1 to 8. Check answers and encourage students to write an example of their own for each verb in their vocabulary notebooks.

Answers

1 talked into 2 call off 3 came across
4 passed away 5 tied in with 6 started out
7 went out 8 paid off

* OPTIONAL ACTIVITY

Write these questions on the board. Students read the text again and answer them:

- 1 Why did Carter first go to the pyramids? (To paint the pyramids.)
- 2 Who paid for the search to find Tutankhamun's tomb? (Carnarvon.)
- 3 How did Carnarvon die? (He was bitten by an insect.)
- 4 What happened in Cairo at the same time? (The lights went out.)

- c** Students complete the dialogue using the correct form of three of the phrasal verbs in the text.

Answers

passed away came across went out

- d** In pairs, students write a short dialogue using three of the phrasal verbs from the text. You could ask pairs to act out their dialogue to the class and vote on the most interesting.

Vocabulary bank

Refer students to the vocabulary bank. Read through the words and phrases in open class and check understanding.

Vocabulary notebook

Encourage students to add the phrasal verbs from this exercise to the *Phrasal verbs* section in their notebooks. They may find it useful to note down translations too.



Photostory: What do they do in there?

8 Read and listen

Warm up

Ask students what they can remember about the last episode of the photo story (Amy and Nick interviewed a homeless man). Ask them if they can remember the names of the other two teenagers in the story (Tom and Laura) and to find each character in the photo.

- a** ▶ **CD2 T21** Students read the questions and predict the answers. Pre-teach *hide, privacy, knock, disguises*. Play the recording for students to read the text and check their answers (The place is the Teachers' Room. Nick, Laura and Amy think it is strange, Tom understands that the teachers need their privacy). Check answers and deal with any questions about vocabulary.

TAPESCRIPT

See the photo story on page 78 of the Student's Book.

- b** Read through the sentence halves and check understanding. Students match parts of the sentences and compare their answers with a partner. Check answers.

Answers

1 d 2 a 3 f 4 e 5 c 6 b

9 Everyday English

- a** Students look back at the text in Exercise 10 and find out who said the expressions. Then ask them to study the context and decide what the expressions mean. Get them to repeat the full sentences from the text, giving attention to the intonation.

Answers

1 d Tom 2 f Tom 3 e Amy 4 b Laura
5 a Tom 6 c Nick

- b** Ask students to read through the dialogues. Check any problems. Go through the first dialogue with them as an example, if necessary. Students complete the other dialogues with the expressions from Exercise 9a. Make sure they read through all the dialogues before deciding which expressions to use. Check answers.

Answers

1 Look out! 2 Just kidding 3 Besides
4 the moment 5 Serves you right
6 it's none of our business

Vocabulary notebook

Ask students to make a note of these expressions in an *Everyday English* section in their notebooks.

★ OPTIONAL ACTIVITY

Stronger classes: Students can write their own short dialogues, using the expressions in Exercise 9, and act them out in front of the class. To vary this exercise, ask students to pause before saying the expressions and ask other members of the class to predict what they are going to say.

Weaker classes: They can act out the dialogue in Exercise 11.

Discussion box

Weaker classes: Students can choose one question to discuss.

Stronger classes: In pairs or small groups, students go through the questions in the box and discuss them.

Monitor and help as necessary, encouraging students to express themselves in English and to use any vocabulary they have learned from the text. Ask pairs or groups to feedback to the class and discuss any interesting points further.

10 Improvisation

Divide the class into pairs. Tell students they are going to create a role play between Tom, Laura and Amy. Read through the instructions with students. Give students two minutes to plan their dialogue. Circulate and help with vocabulary as necessary. Encourage students to use expressions from Exercise 9. Students practise their dialogue in pairs. Listen to some of the best dialogues in open class.

11 Making Waves

DVD Episode 3

- a** Ask students to discuss the questions in small groups.
b Students work in their groups to match the words and definitions.

Answers

2 e 3 b 4 c 5 a

- c** Play Episode 3 of the DVD for students to check their answers to Exercise 11a.

12 Write

Students can do the preparation in class and the writing for homework.

- a** Read the instructions with students. Point out that a useful way of developing a story (or narrative) and adding details is to ask and answer questions. Tell students they are going to read part of a story. Ask students to look at the picture and imagine what has happened in the room. Encourage students to speculate using modals of deduction such as *might have*, *could/can't have* and *must have*. Students then read the text and answer the writer's questions.

Answers

- 1 It was large and empty. There was hardly anything in it. The only piece of furniture was a large mirror. It was broken and there was glass on the floor. There was a window at the end of the room and a curtain in front of it.
- 2 A body was behind the curtain.
- 3 It was the noise of police cars. You panicked.
- 4 There was a knife in your hands.

- b** Tell students they are going to write a story. Ask students to decide on a simple theme for their story, e.g. *a mystery story*, and write four questions about it. Students swap questions and answer their partners' questions. Tell students to add as much detail as possible to their answers. Students then use their partners' answers to develop a short story. Encourage students to use:
- new vocabulary they have learned in the unit
 - modals of deduction in the present and the past.
- In a subsequent lesson, encourage students to read each other's stories and vote on the best.

13 Last but not least: more speaking

- a** Students think of a story they know, and make some notes to help them remember it. Give them time to practise telling the stories to themselves.
- b** Students tell their stories to their group.
- c** Students change two pieces of information in their stories.
- d** Students read their notes and try and memorise their stories.
- e** Students re-tell their stories to their group. Can other students 'spot the difference' and say what has been changed?

Check your progress

1 Grammar

- a** 2 Despite not being very tall, he plays basketball really well. / He plays basketball really well, despite not being very tall.
- 3 I look like my mother. However, my brother looks like my father.
- 4 I continued working even though I was really tired. / Even though I was really tired, I continued working.
- 5 I think I passed, although I think the exam was difficult. / Although I think the exam was difficult, I think I passed.
- b** 2 can't have gone 3 might be 4 might have gone 5 can't be
- c** 2 must have dropped 3 might have got 4 must have been

2 Vocabulary

- a** 2 f 3 g 4 a 5 c
- b** 2 started 3 paid 4 call 5 came 6 going

How did you do?

Students work out their scores. Check how they have done and follow up any problem areas with revision work for specific students.

Memo from Mario



Mysterious places

1 Interpreting

- ▶ This activity could be used at almost any time during the course, although only in monolingual classes. It is an attempt to put the students in a situation which could be real, probably sometime in the future.
- ▶ Put the students in groups of three. Tell them the person sitting on the right (student A) only speaks the mother tongue (MT). The person in the middle (student B) speaks both MT and English. The one on the left (student C) only speaks English.
- ▶ Tell them to imagine that Student A is Student B's mother or father. Student C is a visiting exchange student from an English-speaking country. They are at home, having dinner. It is the first time the mother/father has met the visitor.
- ▶ What follows should be a three-way, dual-language conversation with Student B interpreting for both A and C. Don't let this go on for too long as it is a tiring activity for the interpreter.
- ▶ Then change the students round, so that they play different roles.
- ▶ Possible other situations: A tourist and a shop assistant with a helpful friend interpreting. A waiter or waitress and a customer who wants the ingredients of dishes explained because he/she is vegetarian. A bank clerk and a tourist who wants to change money. A policeman and a tourist who has lost his/her passport. I'm sure you can think of more.

RATIONALE

Students see that their English can have practical value, helping other people to communicate.

2 A fun activity with indirect questions

- ▶ In preparation, prepare a list of questions using different verb forms, for example: *What's his name?* / *Where does he live?* / *Where is he from?* / *What did he have for breakfast?* / *Where does he work?* / *How old is he?* / *Has he been to New York?* / *Where did he go last night?* etc.
- ▶ First, ask the students to call out as many different ways of saying 'I don't know' as they can, and write them on the board. If necessary, add *I really don't know* / *I've no idea* / *I haven't a clue* / *How should I know?*
- ▶ Practise various ways of saying these phrases depending on how angry the speaker is getting.
- ▶ Draw a stick man on the board. Ask one student to come to the front and ask some of the questions from your list. You answer, gradually getting more angry. For example: *I don't know what his name is.* / *I've no idea how old he is.* / *I haven't a clue where he lives.* / *How should I know what he had for breakfast?* / *Please stop asking stupid questions.*
- ▶ Repeat the questions, getting the students to join you chorally in the answers, paying attention to the intonation.
- ▶ Then put the students in pairs to ask each other impossible questions and make each other angry. This can turn into quite a noisy drill!

RATIONALE

A good deal of repetition can help students, especially auditory learners, to fix patterns in their minds. Drills don't have to be boring!

Unit overview

TOPIC: Love stories

TEXTS

Reading and listening: a love story

Listening: a conversation about the film *Casablanca*

Reading: an article about love across the decades

Writing: a description of a person you know

SPEAKING AND FUNCTIONS

Describing someone's appearance

Describing someone's personality

Talking about love

LANGUAGE

Grammar: reported speech; reported questions; reporting verbs

Vocabulary: appearance; personality; relationships

Pronunciation: intonation in reported questions

1 Read and listen

If you set the background information as a homework research task, ask students to tell the class what they have found out.

BACKGROUND INFORMATION

O. Henry is the pseudonym (writing name) of William Sydney Porter (1862–1910), an American short story writer. In 1896 he was charged with stealing money from the bank where he worked. He escaped to Honduras, Central America, but when he returned he was sentenced to three years in prison. While he was there, he started writing short stories and his most famous collection is *The Four Million* (1906), which included 'A Service of Love'.

Warm up

Ask students to give you examples of famous love stories. Make a list of their suggestions on the board and discuss their favourites briefly. Tell students to choose a love story they have read or watched and liked/disliked. Then students find a partner who does not know that story.

- a** In pairs, students discuss the question. Ask students to tell the class their ideas.

Possible answers

Romeo and Juliet, Antony and Cleopatra, Troy and Gabriella

- b** Look at the pictures with students. Tell students that the pictures are all connected with the story 'A Service of Love'. In pairs, students predict the content of the story. Ask a few pairs to tell the class their predictions. Students read the text quickly to check their ideas. Encourage them not to look up every new word but just to read and get the general idea of the text.

- c** ▶ **CD2 T22** Read through the questions with students and check difficult vocabulary: *diner*, *burned*. Then students read the text and listen. Play the recording again and ask students to listen for the answers to the questions.

TAPESCRIPT

See the reading text on page 82 of the Student's Book.

Answers

- 1 They couldn't afford to pay for the lessons any more.
- 2 Delia: by giving piano lessons. Joe: by selling paintings.
- 3 To earn some money.
- 4 He was working in a drug store and someone came in to buy a bandage for a woman who'd burned her hand.

Discussion box

Weaker classes: Students can choose one question to discuss.

Stronger classes: In pairs or small groups, students go through the questions in the box and discuss them.

Monitor and help as necessary, encouraging students to express themselves in English and to use any vocabulary they have learned from the text. Ask pairs or groups to feedback to the class and discuss any interesting presents students have received or given.

2 Grammar

* Reported speech review

Students covered reported statements in Student's Book 2.

- a** Stronger classes: Ask a student to come to the front of the class. Interview him/her for a minute or two about one of his/her hobbies. Try to ask questions in a variety of tenses so you elicit different tenses in the answers. Tell other students to listen and try to remember as much as possible. After the interview, ask students to work in pairs and write down, in reported speech, what they can remember. Help students with the first few examples, e.g. *Paola said her favourite hobby was shopping. She said that yesterday she had bought ... etc.* After a few minutes, ask pairs to swap their work with other students and check for mistakes. Monitor and help students correct their mistakes.

Weaker classes: Follow the procedure for stronger classes but just ask three questions. Tell students they can take notes while you are talking.

Students match the parts of the sentences. They then check answers by finding the sentences in the text.

Answers

1 b 2 c 3 a

- b** Students look at the examples and answer the question. Elicit the names of the tenses in the direct speech (future, present perfect). Students answer the question.

Answer

In the first sentence, the verb changes from the future *going to* to the imperfect *was going to*. In the second sentence, the verb changes from the present perfect to the past perfect.

* OPTIONAL ACTIVITY

Ask students for the names of other tenses. Elicit *present simple, past simple, present perfect* and *will*. Students decide what happens to the verb in each case and summarise the changes in a table:

Direct speech	→	Reported speech
Present simple	→	Past simple
Past simple	→	Past perfect
Present perfect	→	Past perfect
<i>am/is/are going to</i>	→	<i>was/was/were going to</i>
<i>will/won't</i>	→	<i>would/wouldn't</i>

- c** Students write the reported speech for each sentence. Remind students that quotes are not used in reported speech and point out that *that* is optional after the reporting verbs *say* and *tell*. Check answers and make sure that students are using the correct tenses in the reported sentences. Point out that the past form of *must* is *had to*.

Answers

- 2 Delia said that when she had earned some money she would start again.
- 3 Joe told Delia that he had met a man from Vermont.
- 4 She said that they would still have the money from the paintings.
- 5 Delia told Joe that she couldn't work any more.
- 6 He said that they had told each other lies.

Language notes

- 1 Students often make the mistake of not changing the tenses in reported speech and produce statements like *He said they want to leave at 8 o'clock*. Tell them that this is only correct if the fact is still true or hasn't happened yet. For example, in the above sentence the speaker may be referring to 8 o'clock in the future, in which case it can be reported using the present as above. However, if the student is referring to a time in the past (that is, they have already left) he/she will need to use *wanted to leave ...*
- 2 Remind students that pronouns may also need changing in reported speech and some time words, e.g. *this – that; here – there*, etc.

* Reported questions

- d** Read through the sentences with students. Explain that when we use reported speech with questions, the rule is similar to indirect questions in that we use the word order of a statement, not a question, e.g. *Could you tell me what the time is?* Students complete the sentences, then look back at the text to check their answers.

Answers

1 'd got 2 had happened

* OPTIONAL ACTIVITY

You may like to do the following exercise before Exercise 2e to revise word order in reported questions. Write these reported questions on the board:

- 1 *We asked how old was he.*
- 2 *She asked where did he live.*
- 3 *I asked what were her hobbies.*
- 4 *They asked if I needed help?*
- 5 *He asked where was I going.*
- 6 *You asked if would I go.*

Ask students to decide what the mistake is in each sentence. Students correct the sentences. Check answers and encourage students to explain their reasons.

Answers

- 1 We asked how old he was. (word order)
- 2 She asked where he lives. (no auxiliary *did*)
- 3 I asked what her hobbies were. (word order)
- 4 They asked if I needed help. (no question mark)
- 5 He asked where I was going. (word order)
- 6 You asked if I would go. (word order)

- e** Read through the rules with the class and ask students to complete them. Point out that *whether* can replace *if* when reporting questions with a Yes/No answer. It cannot be used in all conditional sentences, e.g. *What will we do if it rains?* *He asked me what we would do whether if it rained.*

Answers

if, whether, ask, tell

BACKGROUND INFORMATION

Christopher Columbus was an Italian-born Spanish explorer. In 1492, he discovered the New World (various Caribbean islands).

Buzz Aldrin (born Edwin Aldrin, Jr. on January 20, 1930) was an astronaut famous for being the second person to set foot on the moon after Neil Armstrong. He is now a popular public speaker and receives between \$30,000 and \$50,000 per appearance.

William Shakespeare (1564–1616) was an English playwright whose plays have been translated and performed throughout the world. He wrote comedies (*A Midsummer Night's Dream*), historical plays (*Richard III*), romances (*Romeo and Juliet*) and tragedies (*Hamlet*).

Walt Disney (1901–1966) was an American animator and film producer. He created Mickey Mouse in 1927 and many other characters including Goofy, Pluto, and Donald Duck.

- f** Ask students if they know anything about Columbus (see Background Information). Tell them to imagine what Columbus might have asked the other people on his ship. Write suggestions on the board. *How far is it to the New World? / Is it going to be stormy?* Then write *Columbus asked ...* on the board. Ask students to complete the sentence by changing the direct questions to reported questions (*Columbus asked how far it was to the New World / Columbus asked if it was going to be stormy*). Go through the example with students. Students then complete questions 2 – 6 in the same way.

Answers

- 2 Buzz Aldrin asked Neil to go first.
- 3 William Shakespeare asked if anyone had seen his pen.
- 4 Walt Disney asked what name he could give to that mouse.
- 5 Nessie asked why everyone had run away.
- 6 Picasso asked where his paints were.

★ OPTIONAL ACTIVITY

In pairs students write down more questions that the famous people in questions 2 – 6 might have asked (*Neil, what is it like on the moon?*). Ask students to swap questions with a partner, then 'report' their partners' questions (*Buzz asked Neil what it was like on the moon.*). Monitor and check students' reported questions. Ask each pair of students to get together with another pair, and, in turns, read out their reported questions without saying who said them. The other pair must try and guess the famous person. For example:

A: *He asked Neil Armstrong what it was like on the moon.*

B: *Buzz Aldrin.*

A: *Yes!*

Grammar notebook

Remind students to note down the rules for reported speech and to write a few examples of their own.

3 Pronunciation

See notes on page 127.

4 Vocabulary

★ Appearance

- a** Ask students if they remember anything about Delia and Jim's appearance from the story in Exercise 1. Write what they remember on the board, e.g. *Delia had blonde hair*. Then tell students to turn to page 82 and underline the descriptions of Delia and Jim in the text. Check answers and make sure students understand the words. Elicit other common words connected with hair, e.g. *curly, straight, short* and height and build, e.g. *slim, thin/fat, tall, short*.

Answers

Delia: blonde hair; long, slender fingers
Jim: broad-shouldered, with bushy eyebrows and a wide smile

- b** Tell students that all the words in the box describe aspects of physical appearance connected with the face, hair, height/build and other special features. Ask them to look at the first picture, and elicit

moustache, wrinkles, a ponytail, beard and bushy eyebrows. Students decide which column the words should go in. Then students work in pairs to identify the other words and categorise them in the table. Check answers by asking students to talk about each picture using *He/She's got ...*.

Answers

face – a moustache, a double chin, wrinkles, spots, long eyelashes, a beard, freckles, bushy eyebrows;

hair – straight, cropped, a ponytail, highlights, long, a fringe, spiky;

height and build – broad-shouldered, medium height, tall, plump, well-built, short;

special features – a tattoo

- c** Describe a famous person to the class without using his/her name, e.g. *This person has long dark hair ...*. Invite students to guess who it is. Then ask students to do the same exercise in pairs. Encourage them to use as many of the words in Exercise 4b as possible. Monitor and help as necessary.

* Personality

- d** Ask students to look back at the text and find words used to describe Joe and Delia's personalities. Check answers.

Answers

Delia: kind; generous

Joe: honest; hardworking

- e** Divide the class into pairs and give them three minutes to make a list of adjectives that describe personality. Circulate and help with spelling. Brainstorm ideas in open class and write the adjectives on the board.

* OPTIONAL ACTIVITY

A different approach to this exercise is to show students a picture of your husband/wife/boyfriend/girlfriend/brother/mother, etc. and write on the board:

I love my husband/wife/boyfriend/girlfriend/brother/mother, etc. because he's/she's ...

a

b

c

etc. (list the alphabet until z)

Ask students to work with a partner and try and write an adjective for each letter of the alphabet. For example, *ambitious, bossy, considerate*, etc. Give students a time limit, say two minutes. Check answers quickly in class and see which pair has completed adjectives for the most letters.

- f** Students complete the definitions with the adjectives in the box. Encourage them to use dictionaries for difficult words. Check answers by asking a different student to read out each definition. Point out that you can form the opposite of some words by adding a prefix, e.g. *sensitive/insensitive*.

Answers

2 insensitive 3 sensitive 4 independent
5 imaginative 6 sensible 7 determined
8 bad-tempered 9 bossy 10 considerate

Vocabulary notebook

Encourage students to start a wordmap called *Describing people* with the categories *appearance* and *personality* and to note down the words from this exercise. They may find it useful to note down translations too.

5 Speak

In pairs or small groups students answer the questions. Give examples of your own if necessary, and encourage students to use as many words as possible from Exercise 4b and 4e. Listen to some of the descriptions in open class as feedback. You may like to expand question 3 into a whole class discussion if students are interested in the topic.

6 Listen

If you set the background information as a homework research task, ask students to tell the class what they have found out.

BACKGROUND INFORMATION

Casablanca was released in 1942. It is an American romantic drama starring Humphrey Bogart and Ingrid Bergman. Set during World War Two, it tells the story of a man who must choose between being with the woman he loves or helping her escape from the enemy. *Casablanca* won the Oscar for best film and is recognised as an all-time classic film.

The Sahara desert is a large desert in North Africa with an area of about nine million square kilometres.

- a** ▶ **CD2 T24** Ask students if they have seen the film (or read the book) *Casablanca*. Students listen to the dialogue and put the pictures in the correct order.

Answers

1d 2a 3c 4e 5b

TAPESCRIPT

Woman 1: I guess my favourite romantic film of all time is *Casablanca*. Yes, I know it's old and in black-and-white – but it's just a great love story! It's about two people – an American man called Rick and a woman called Ilsa – who fall in love in Paris in 1940, just during the war. The German army is coming into Paris and because Rick is American, he has to leave – but he refuses to leave without her.

Rick: I won't leave without you!

Woman 1: They arrange to meet at the railway station. But Ilsa doesn't show up, and Rick leaves alone. He goes to Morocco, to Casablanca, and opens a club called Café Americain. And then one day, Ilsa appears at the club. She's with her husband, Victor Laszlo. He's a well-known leader of the Resistance. Anyway, Ilsa explains why she stayed behind in Paris.

Ilsa: I thought my husband was dead – but he wasn't, he was still alive! So I couldn't go with you!

Woman 1: But it's dangerous in Casablanca, and Laszlo and Ilsa have to go to Portugal, where they'll be safe. But Ilsa realises she loves Rick, too. She doesn't know what to do. Of course Rick still loves her, but he knows that she has to be with Laszlo, to help him with his work. There's only one more plane to Portugal, and at the airport, Rick meets Ilsa and talks to her.

Rick: Ilsa, you have to get on the plane and go with Laszlo. You have to!

Ilsa: OK, Rick!

Woman 1: And then there are some great lines ...

Rick: If you don't get on that plane, you'll regret it – maybe not now, maybe not tomorrow, but soon, and for the rest of your life!

Woman 1: And then Rick tells Laszlo what had happened.

Rick: Listen, Laszlo. Ilsa and I were in love before, in Paris. She thought you were dead, but then she found out she was wrong. And we met here again, by accident. But it's all over between Ilsa and me – OK?

Woman 1: And Ilsa agrees to go with Laszlo.

Ilsa: OK Rick – I'll go with him! But please, be careful!

Woman 1: And so Ilsa and Laszlo leave on the plane, it takes off and Rick stays in Casablanca. And that's the end. It's old and corny, but it's just great!

- b** ▶ **CD2 T24** Tell students that the words in the box are reporting verbs. They are similar to *say* and *tell* but give more idea about the meaning of

what someone said or how they said it. Check the meaning of each verb carefully by asking students to match a verb to an imaginary situation, e.g. *You want to go to a party but your parents aren't sure – what do you need to do?* (persuade them). Students complete the sentences with a reporting verb in the correct form. Play the recording for students to check, pausing if necessary.

Answers

1 refuses 2 explains 3 persuades 4 tells
5 agrees

7

Grammar

* Reporting verbs

- a** Remind students that reporting verbs are very useful alternatives to *say* and *tell*. They make texts sound more interesting and give the reader more information.

Ask students to match the verbs to the definitions. Check answers.

Answers

1 c 2 e 3 a 4 d 5 b

- b** Tell students that reporting verbs have different patterns of grammar, e.g. *tell* is always followed by an object. Students use the sentences in Exercise 6b to complete the rules about the verbs in the box. Check answers and the meanings of the other verbs in the rule box.

Answers

agree; explain; suggest; beg; persuade

- c** Students rewrite the sentences using the reporting verbs in the rule box. Point out that students can use any of the reporting verbs in the rule box and that they still need to use the normal rules of reported speech. Check answers and make sure students are changing the tenses and the pronouns of the original sentence appropriately.

Weaker classes: Before students rewrite the sentences, read each one, eliciting the reporting verb in each case.

Answers

- 2 She apologised for breaking a glass.
- 3 He begged her to write to him.
- 4 I offered to help him/her with his/her e-mails.
- 5 The student explained that he/she hadn't got his/her homework because the dog had eaten it.
- 6 She ordered the boys to go out into the garden.
- 7 He refused to help him/her.

Grammar notebook

Remind students to note down the rules for reporting verb patterns and to write a few examples of their own.

Fiction in mind

8 Read and listen

If you set the background information as a homework research task, ask students to tell the class what they have found out.

BACKGROUND INFORMATION

Canada (population: 33,791,000 in 2009) is a country in North America. The country's border with the United States is the longest border in the world. Canada is a country of forest and mountains with long cold winters. The capital is Ottawa and other large cities are Toronto, Montreal and Vancouver.

Warm up

Books closed. Ask students to imagine a situation in which they have fallen in love with a boy/girl in their village. Unfortunately, they have to move to a country on the other side of the world. How would they keep in touch with their love? What would they do if their love didn't respond? Elicit ideas in open class. Ask students how things would have been different in their grandparents' days. How would they have kept in touch?

- a** Books open. Ask students to look at the picture and read 'The story so far'. Ask students to make guesses as to why Huw hasn't heard from Megan. Students read the letter and check their ideas. Encourage students to work without help from you or a dictionary at this stage.
- b** ▶ **CD2 T25** Read through the phrases with students. Ask students to read the text quickly and listen to find the answers. Encourage them not to look up every new word. It may help to give students a time limit (say two minutes) in which to find the answers.

Answers

1 e 2 a 3 c 4 d 5 b 6 f

- c** Students read the text again to answer the questions. Question 4 is not clear from the text, but encourage students to speculate. Check answers in open class.

Answers

- 1 Because she hadn't received any letters from him.
- 2 He thought he was no good.
- 3 She is sorry for what her father did, that she never wrote to Hugh, sorry for ... everything
- 4 We don't know. Megan probably didn't get married because she says 'I'm still Megan Jenkins' (In England the woman usually changes her name if she gets married). Hugh probably did get married as he has a son.

Discussion box

Weaker classes: Students can choose one question to discuss.

Stronger classes: In pairs or small groups, students go through the questions in the box and discuss them.

Monitor and help as necessary, encouraging students to express themselves in English and to use any vocabulary they have learned from the text. Ask pairs or groups to feedback to the class and discuss any interesting points in open forum. Ask students what they would have done in Megan's/Huw's situation.

9 Vocabulary

* Relationships

- a** Ask students to read the text through once quickly before matching the phrases with the pictures. Check answers and encourage students to write the infinitive form of each verb for future reference.

Answers

- A 3 broke up with
B 1 going out
C 5 got divorced
D 6 has fallen in love
E 4 got back together and got married
F 2 got engaged

* OPTIONAL ACTIVITY

Ask students to put the events in the order they might happen. Then compare and discuss their answers with a partner.

Possible answer

go out, fall in love, break up, get back together, fall in love (again), get engaged, get married, get divorced

- b** Students complete the sentences with the phrases in the box.

Answers

1 going out 2 fell in love 3 got engaged, get married 4 broken up, get back together

Get it right!

Refer students to the Get it right! section. These exercises can be used as homework or for fast-finishers.

Vocabulary notebook

Encourage students to start a section called *Relationships* and to note down the words from this exercise. Students could sort the words into positive and negative phrases. They may find it useful to note down translations too.

10 Write

- a** The planning for this exercise can be done in class and the writing can be set as homework. Ask students to read the composition quickly and answer the questions.

Answers

- 1 third paragraph
- 2 first paragraph
- 3 fourth paragraph
- 4 second paragraph

* OPTIONAL ACTIVITY

Weaker classes: Write these sentences on the board and ask students to decide if they are true or false. Students correct the false sentences:

The writer says her grandmother ...

- 1 *did a lot of travelling when she was younger.* (F – The writer's parents did.)
- 2 *died a long time ago.* (F – Her grandmother died a few years ago.)
- 3 *looked younger than she was.* (T)
- 4 *read her lots of stories from books.* (F – Her grandmother told her stories she had made up.)
- 5 *taught her to be patient.* (T)
- 6 *was a pessimistic person.* (F – Her grandmother looked for the good in things.)

- b** Students think of a person who has taught them something important in their life. Encourage students to plan their composition using the same structure as the example. Tell students to use the vocabulary of appearance and personality they learned in the unit. In a subsequent lesson, encourage students to read each other's compositions and vote on the most interesting.

Memo from Mario



Love

1 Adverts for actors

- ▶ Get the students to brainstorm types of characters from films and TV. Get one student to write these on the board. If necessary, you could start them off by suggesting: *serial killer / undercover detective / romantic hero / heroine / villain / mad scientist*.
- ▶ Put the students in pairs and tell them they are casting agents who need to write the advert for an actor to play one of the characters. They should give a detailed physical description, with an indication of age, etc. but should not mention which character type they are advertising for.
- ▶ When they've finished, get the students to mingle, read each other's adverts and try to guess which character is wanted. They could also make suggestions for an actor to play the part.
- ▶ If you think your students would enjoy it, you could then tell them that they must cast their actor from the people in the class, although they may not appreciate being cast as a serial killer!

RATIONALE

This activity gives the students a chance to use the vocabulary in an imaginative way and should stimulate some discussion between the pairs.

2 Who can you say that to?

- ▶ Tell the students to turn a piece of paper sideways and to rule five columns. The column headings are: *My boy/girlfriend / My mother / My best friend / My favourite celebrity*. The fifth column is for their own choice of person.
- ▶ Write on the board *How much do you weigh?*
- ▶ Ask the students who they feel they could say this to, and write the question in that column. If they could say it to more than one person, they can put a tick in the other column(s).
- ▶ Now dictate the questions below. The students write them in the column that makes most sense to them.

- 1 *Do you love me?*
- 2 *How much money do you earn?*
- 3 *How old are you?*
- 4 *Where have you come from?*
- 5 *When's your birthday?*
- 6 *Can you lend me £50?*
- 7 *Have you got a boy/girlfriend?*
- 8 *What's up?*
- 9 *Are you being honest?*
- 10 *What did you dream about?*

- ▶ Get the students to mingle and compare their responses. If you want to use this as grammar revision as well, you could ask students to report. For example, *I could ask my mother what she dreamt about.*

RATIONALE

This task explores the topics and emotions you are likely to raise in conversation with others.

Acknowledgement

This activity comes from *Dictation: New Methods, New Possibilities*, Davis & Rinvolucrì, Cambridge University Press, 1988.

Unit overview

TOPIC: Anger and regrets

TEXTS

Reading and speaking: short texts about regrets

Listening: dialogues about regrets

Reading and listening: Song: *No Regrets* by Robbie Williams

Writing: a narrative

SPEAKING AND FUNCTIONS

Talking about giving and receiving advice

Talking about things that make you angry

Discussing regrets

Talking about mistakes others have made

LANGUAGE

Grammar: third conditional; *I wish / if only* for the past; *should have / shouldn't have* (done)

Vocabulary: anger

Pronunciation: *should have / shouldn't have*

students from looking up every new word. They just need to understand the gist. Check answers.

Answers

First paragraph: 4

Second paragraph: 1

Third paragraph: 3

Fourth paragraph: 5

Fifth paragraph: 2

- d** Students read the five quotes. Ask them who might have said these things. Students read the text again and decide which paragraph each person should read. Let students compare answers with a partner and encourage them to give reasons for their choices. Check answers.

Answers

1 Second paragraph

2 Fourth paragraph

3 First paragraph

4 Fifth paragraph

5 Third paragraph

1 Read and listen

Warm up

Tell students about some regrets that you have using the form *I regret + -ing*, e.g. *I regret buying my car. It breaks down all the time.* Check the meaning of *regret* and ask students to write down a few regrets of their own. Students share their regrets in open class and explain them to each other.

- a** Students read the questions and discuss them with a partner. Circulate and help with vocabulary as necessary. Encourage students to use either the verb *advise to + infinitive*, e.g. *My dad advised me to always do my best. ...* or to use direct speech, e.g. *My dad gave me this advice: 'Always do your best.'* Listen to some of their examples in open class as feedback.
- b** Read through the five pieces of advice with students and check any difficult vocabulary (*second place, compare yourself*). Divide the class into small groups and ask them to decide whether they agree or disagree with each statement. To encourage discussion, ask them to try to come to an agreement within their group on whether the statements offer good advice or not. As feedback, listen to some of their ideas in open class.
- c** ▶ **CD2 T2** Students read the blog quickly and listen to the recording. Ask them to match the pieces of advice to each paragraph heading. Discourage

* OPTIONAL ACTIVITY

If students find matching (or multiple-choice) exercises difficult, encourage them to use the following techniques:

- If they don't know the answer to one question, move on to the other questions in the matching exercise. This will give them fewer choices with the harder items.
- Try and discount the obviously wrong answers and then choose the best of the remaining answers.

Discussion box

Weaker classes: Students can choose one question to discuss.

Stronger classes: In pairs or small groups, students go through the questions in the box and discuss them.

Monitor and help as necessary, encouraging students to express themselves in English and to use any vocabulary they have learned from the text. Ask pairs or groups to feedback to the class and discuss any interesting points further.

2 Grammar

* Third conditional

Students covered the third conditional in Student's Book 2.

- a** Ask students to study the first example. Elicit that the author did get back on the bike and that he did learn to ride it. Ask students to study example 2. Elicit that the author didn't write a book and that he hasn't written ten more.

Point out the construction of the third conditional (*if* + past perfect tense, *would/might* + *have* + past participle). Tell students that we use the third conditional to talk about imagined events in the past and their past result. Draw students' attention to the comma between the clauses. Students complete the rules.

Answers

1 Yes, yes 2 No, no

Rule

past perfect, might

Language notes

- 1 Student sometimes make the mistake of using the past simple in the *if* clause, e.g. *If I looked at my watch, I'd have been on time.*
- 2 Remind them that the *if* clause can go at the beginning or the end.

- b** Explain that Leeds United is an English football club based in Leeds, Yorkshire. Read through sentences 1 – 8 with students and check difficult vocabulary (*final* = the last game in a competition, *roof*, *aerial*.) Students read sentences 1 and 2, and the third conditional sentence which follows. Point out that all these events happened in the past and we are imagining that they didn't happen.

Students read sentence 2 again and try to complete the conditional sentence (... he wouldn't have turned on the TV). Then, ask students to construct more third conditional sentences linking each sentence in the story. Check answers.

Answers

- 3 If he hadn't turned on the TV, he wouldn't have found out it wasn't working.
- 4 If he hadn't found out the TV wasn't working, he wouldn't have climbed on the roof to check the aerial.
- 5 If he hadn't climbed on the roof to check the aerial, he wouldn't have fallen off.
- 6 If he hadn't fallen off the roof, his friends wouldn't have taken him to hospital.
- 7 If his friends hadn't taken him to hospital, he wouldn't have met a nurse called Jane.
- 8 If he hadn't met a nurse called Jane, he wouldn't have fallen in love with her and got married.

- c** Students think of five things in the past that they did or didn't do which had a past result. Give students an example of your own, e.g. *If I hadn't started teaching at this school, ...*, and ask them to guess the result, e.g. *I wouldn't have met this wonderful class*. Point out that students should think of things that had a past result and not a present one. Students write the *if* clause for each sentence and then swap with a partner who tries to guess how the sentences finish. Make sure students are using tenses correctly and encourage them to contract the past perfect and *would* + *have* /wʊdəv/ appropriately.

Grammar notebook

Remind students to note down the rules for the third conditional and to write a few examples of their own.

3 Vocabulary

* Anger

- a** Ask students what kind of things make them angry. Elicit any synonyms for *angry* that students know, e.g. *furious*, *mad*, *cross*, etc. Students read the text and complete the definitions. Encourage students to write the full phrases in their vocabulary notebooks with an example sentence.

Answers

2 hot-headed 3 tantrum 4 temper
5 head off 6 cool 7 furious 8 calm

- b** Students work in pairs and discuss the questions. In feedback, ask a few pairs for the answers to their questions. What do most students' parents get cross about?

Vocabulary bank

Refer students to the vocabulary bank. Read through the words and phrases in open class and check understanding.

Vocabulary notebook

Encourage students to start a section called *Anger* and to note down the words from this exercise. They may find it useful to note down translations of the words too.

4 Listen

- a** Students look at the illustrations. Pre-teach *physics*, *chemistry*, *four-eyes*, *school band*. Choose one of the pictures and ask students to guess what the people might be saying. Elicit a possible dialogue and write it on the board. Ask students to choose one of the other pictures and write a short dialogue for it. Listen to some of their ideas in open class.

- b** ▶ **CDI T27** Play the recording while students listen and put the names under the correct pictures. Check answers and play the recording again, pausing if necessary.

TAPESCRIPT

Mike: I know it sounds boring but I should have studied harder at school. I loved school but for all the wrong reasons. I had a great time hanging out with my friends, doing loads of sport, going to parties, but I didn't take my studies very seriously. I wish I hadn't messed about so much. In the classroom I was always trying to make the other students laugh rather than trying to learn anything that might help me with my exams. Of course, when the exams came I didn't know anything and it was no great surprise when I found out that I'd failed all of them all of them except for Drama. So while all my friends went off to university I had to stay behind and do another year at school. Luckily I'd learned my lesson and I passed all my exams a year later. Then this September, a year after all my friends, I finally got to university. I sometimes worry that I'm a year behind everyone.

Erin: I quite enjoyed school. I had a lot of fun, made a lot of friends and I even learned a few interesting things. If I have any regrets I suppose it's that I wish I'd been more involved in school clubs. Our school had loads of clubs at lunchtime and after school where you could do things like dance, or learn to play an instrument, or play chess – things like that. Well, I didn't join any of them because I think the group of friends I hung out with decided it wasn't cool to. It's a shame because I would have learned some really useful skills, I'm sure. I should have definitely joined the school band. I love music and I'd love to be in a band now, even though I'm 35. If I'd learned to play the guitar at school, I'd be much better than I am now.

Tom: My biggest regret about my school days is that I don't really remember too much about them any more. I suppose they were nearly 60 years ago. If only I'd kept in touch with some of my friends. They could help me remember a bit more now. The one thing I do remember really clearly is a poor boy in my primary school called Jimmie White. Jimmie wore glasses and we all called him names: 'four-eyes', things like that. I shouldn't have been so mean to Jimmie White but everyone was. You know what kids can be like. We were only about eight. Anyway, Jimmie had the last laugh. He went on to become a very rich and successful businessman. I'd like to meet up with him again one day and say I'm sorry.

Molly: I'm still at school. I'm in my last year and I've got loads of important exams in about three months. My biggest regret about school at the moment is that I chose the wrong subjects. I shouldn't have chosen Physics and Chemistry.

I hate science. I don't understand a thing. If only I'd done Art and Drama instead. I love those subjects. The problem is that I didn't want to upset my dad. He's a research scientist and I thought he wouldn't like it if I didn't do any sciences. Anyway, I had a chat with him about it the other day and he said that my happiness is much more important. I wish I'd had that chat two years ago when I had to choose which subjects I wanted to study.

Answers

a Mike b Tom c Molly d Erin

- c** ▶ **CDI T27** Read the questions with students and check difficult vocabulary: *meet up with*, *wasted*. Play the recording again. Students choose the correct answers. Check answers and play the recording again, pausing if necessary.

Answers

1 Tom 2 Molly 3 Erin 4 Mike 5 Molly
6 Tom 7 Mike 8 Erin

- d** In pairs, students discuss the questions. To give students ideas, ask them what advice their parents often give them (*You should learn the piano. / Do your homework or you'll fail your exams!*). Tell them that these may be things they regret later if they don't follow their parents' advice! Listen to some of their ideas in open class as feedback. If students know what they are going to regret in the future, encourage them to change things now while they have the chance.

* OPTIONAL ACTIVITY

Monitor students during the speaking task in Exercise 4d. Note down common errors and also correct examples of language used. At the end of the speaking activity, write ten sentences on the board, some containing common errors and others containing correct language. In pairs, students decide which sentences are correct and which are incorrect. Students should try and correct the errors.

5

Grammar

* *I wish / If only* for past situations

Students covered *I wish / if only* for present situations in Unit 8.

- a** Books closed. Tell students that another way of expressing regrets about the past is using *I wish / If only*. Revise the use of *I wish / If only* for present situations by giving them a simple example to complete, e.g. *I am poor. I wish I ... (was rich)*. Ask students to guess which tense is used after *I wish / If only* when talking about past events (past perfect). Students open their books at page 90.

read the sentences and try to remember who said them.

Answers

Mike, Erin, Tom, Molly

- b** Read through the questions with students to check understanding. Check answers.

Answers

1 Yes, no, no, no 2 Sad

- c** Students complete the rule.

Rule

past perfect

- d** Students write the first sentences of each pair using *I wish* or *if only*. Go through the example with students before they begin. Establish that the speaker probably missed a meal so is hungry. Brainstorm ideas for the second sentence, e.g. *I went to bed late*. Then elicit the complete sentence with *I wish*, e.g. *I wish I hadn't gone to bed late* or *If only I hadn't gone to bed late*.

Possible answers

- 2 I wish I hadn't gone to bed late.
- 3 I wish I hadn't broken up with her.
- 4 I wish I had worked harder.
- 5 If only I hadn't failed the exam.
- 6 If only I hadn't lost the ticket.

Language note

See page 75 for an explanation of the difference between *I wish* and *If only*.

- e** Students write down some regrets. They can use the ideas in the box or their own ideas. Circulate and help with vocabulary as necessary. In groups of three, students talk about their regrets and their partners give them advice. This may be an opportunity to review the use of modal verbs for giving advice (covered in Unit 3, Exercise 5). As feedback, listen to some of the best examples in open class.

Grammar notebook

Remind students to note down the rules for this structure and to write a few examples of their own.

6 Grammar

* *should* / *shouldn't have* (done)

- a** Tell students to look back at the text on page 88. Remind them what Mike's and Erin's regrets were. Then ask them if they can give Mike and Erin any advice. Encourage them to use *should*. Elicit *Mike should have studied more* and *Erin should have*

joined some clubs. Point out that *should have* can be contracted to *should've* /ʃʊdəv/.

Students open their books at page 91 and read sentence 1. Ask students if the speaker did or didn't study hard (*didn't*). Ask students to do the same with the other sentences. Point out the pronunciation of *shouldn't have* /ʃʊdntəv/.

Answers

didn't study; didn't join; was; chose

- b** Students match the parts of the sentences. Check answers and elicit the difference between *should go* and *should have gone* (the first has a present meaning – the speaker thinks that it's a good idea for him/her to go to the shop; the second has a past meaning – the speaker didn't go to the shop but now thinks it would have been a good idea to do so).

Answers

I should go to the shop before it closes.
I should have gone to the shop before it closed.
I shouldn't go to the shop because I don't have time.
I shouldn't have gone to the shop because I spent too much money.

Read through the rule with students. If they are still unclear, refer back to the previous examples for clarification.

Answers

Rule
have, past participle

- c** Students work with a partner and write responses to the sentences using *should've* or *shouldn't have*. Go through the example and point out the use of *Well* to introduce the phrase with *should've* / *shouldn't have*. Encourage students to practise reading their dialogues. In feedback, ask different pairs to give examples of their suggestions or criticisms.

Possible answers

- 2 Well, you should've saved some money.
Well, you shouldn't have spent all your money.
- 3 Well, you should've spent more time on it.
Well, you shouldn't have copied mine.
- 4 Well, you should've set a timer.
Well, you shouldn't have gone out.
- 5 Well, you should've remembered his/her birthday.
Well, you shouldn't have told everyone his/her secrets.
- 6 She should've lent him only £50.
She shouldn't have been so generous.
- 7 Well, you should've looked after your teeth better.
Well, you shouldn't have eaten so many sweets.

LOOK!

Look at the example in the Look! box with students and explain that we often use *should/shouldn't have done* to express criticism of another's actions. Point out that we sometimes omit the past participle completely when using *should/shouldn't have* in this way.

A: *I spent all your money.* B: *Well, you shouldn't have.*

- d** Read through the sentences with students and check their understanding. Students complete the responses and compare answers with a partner. Check answers in open class.

Answers

- 1 shouldn't have done
- 2 should have done
- 3 should have done
- 4 shouldn't have done

* OPTIONAL ACTIVITY

Ask students to write similar dialogues of their own. Listen to some of their ideas in open class.

Grammar notebook

Remind students to note down the rules for this structure and to write a few examples of their own.

- e** Elicit an example and write it on the board, for example *She shouldn't have married Ashley Cole.* (Cheryl Cole).

Students work in pairs and think of other examples. Ask students to read out some of their sentences and write them on the board. Ask the rest of the class to guess who the sentences are about.

7 Pronunciation

See notes on page 127.

8 Listen

If you set the background information as a homework research task, ask students to tell the class what they have found out.

BACKGROUND INFORMATION

Robbie Williams is an English singer born on 13 February, 1974. He started his career, and had many hits, with the pop group Take That, before going solo in 1995. In 2006, he sold 1.6 million concert tickets in one day. He has sold more records (55 million) than any other British solo artist. His top hits include *Angels*, *Millennium*, *Rock DJ* and *Tripping*.

- a** Look at the verbs in the box with students. Tell students they are going to listen to a song called

No Regrets which contains these verbs. Ask students to read the lyrics and to try and fill in the gaps with the correct form of the verbs.

- b** ▶ **CD2 T9** Play the song while students listen and check. Let students compare answers with a partner before checking with the whole class. Play the recording again if necessary, pausing when you get to the gaps.

Answers

- 1 lose 2 slip 3 drop 4 doing 5 looked
- 6 going 7 feel 8 having

- c** Read through definitions a–h and check understanding of difficult vocabulary (*sympathy*, *recovery*). Students match the expressions from the song with the meanings. Check answers.

Answers

- a 2 b 8 c 1 d 3 e 7 f 5 g 4 h 6

9 Speak

- a** Ask students what they think the song is about. Is the singer happy or sad about his past relationship? Read through the questions and check understanding. In pairs, students try to relate the story of the singer's relationship using their answers to the questions. Encourage them to use at least four of the expressions from Exercise 8c. Circulate to help with vocabulary and to ensure students are using expressions correctly.

Answers

Students' own answers.

- b** Listen to each pair's story and hold a class vote to decide on the best one.

10 Write

If you set the background information as a homework research task, ask students to tell the class what they have found out.

BACKGROUND INFORMATION

New York City is a city in the US state of New York on the Atlantic Ocean. Its population is approximately 7.5 million. It is the richest city in the USA and contains the financial centre Wall Street, several universities, and the headquarters of the United Nations.

Central Park was the first urban landscaped park in the United States. It was started in 1857, took almost ten years to complete, and cost about \$10 million. In the winter of 1858, the park's first area was opened to the public. At first, because of its

location, the park was generally only visited by rich people. However, these days there are many events in the park, including free performances of Shakespeare and many pop concerts.

- a** Students can do the preparation in class and the writing for homework. Elicit or pre-teach *jogger/jog*, *muggers*, *bump into* and *grab*. Ask students to read the story quickly and answer the question.

Answer

His wife told him that he had left the money on the table.

* OPTIONAL ACTIVITY

Weaker classes: Write these sentences on the board:

- 1 *The writer lives in New York.*
- 2 *The writer took his wallet with him.*
- 3 *The other jogger said sorry for bumping into the man.*
- 4 *The writer gets angry easily.*
- 5 *The other jogger gave the writer \$10.*
- 6 *The writer forgot to buy the bread.*

Students decide if they're true or false and correct false sentences.

Answers

- 1 F (he and his wife were living in New York a few years ago)
- 2 F (he took just \$10 with him)
- 3 T
- 4 F (he says he isn't usually a hot-headed person)
- 5 T
- 6 F (he bought the bread)

- b** Students match the functions of the story to the paragraphs. Point out that this structure can be used in any story.

Answers

A 1 B 4 C 3 D 2

- c** Tell students they are going to write a story about an incident when they got angry. Ask students to plan their writing and practise setting the scene (see Unit 12). Encourage students to use:

- the vocabulary they learned in Exercise 3
- *should have / shouldn't have* if appropriate

In a subsequent lesson, encourage students to read each other's stories and vote on the funniest or most interesting.

11 Last but not least: more speaking

- a** Ask students to read the situations. Check understanding. Ask them to discuss in pairs what they would have done in these situations.
- b** In pairs, students discuss any similar situations which have happened to them. Listen to some of the most interesting in open class.

Check your progress

1 Grammar

- a** 2 ... they would come to my party.
3 ... where the hotel was.
4 ... if he could help.
- b** 2 asked 3 explained 4 suggested
- c** 2 If I'd had time, I would've watched that DVD.
3 If I hadn't turned off my phone, I wouldn't have missed your call.
4 If I hadn't been late, I wouldn't have missed the bus.
- d** 2 ... have shouted at my mum.
3 ... my country had qualified for the World Cup finals.
4 ... have eaten so much cake.

2 Vocabulary

- | | |
|-----------------|---------------|
| a Across | Down |
| 1 ponytail | 2 tantrum |
| 7 determined | 3 imaginative |
| 8 scar | 4 beard |
| 10 ambitious | 5 temper |
| 11 wrinkles | 6 tattoo |
| | 9 cross |
- b** 1 fell 2 going 3 got 4 broken 5 got

How did you do?

Students work out their scores. Check how they have done and follow up any problem areas with revision work for specific students.

Memo from Mario



Regret

1 Shifting the blame

- Tell the students this story:

Help from a friend.

Last week Mick invited James to see a film, but James had already seen the film, so he didn't go. Mick stayed at home and decided to study for his Physics exam. Then he realised that he didn't understand one of the problems. He phoned James. James came round and lent him his Physics notebook. Mick read James' notes, understood the problem, and the next morning he took the exam and passed.

Yesterday, Mick met James at school. He was very happy. He told James, 'I passed the exam and it's all because of you!'

James was surprised and said 'Me?'

'Yes,' said Mick. 'If you hadn't already seen the film, you would have come out. If you'd come out, I wouldn't have stayed at home. If I hadn't stayed at home, I wouldn't have decided to study for the test. If I hadn't studied for the test, I wouldn't have realised I didn't understand one of the problems. If I hadn't realised that, I wouldn't have phoned you. If I hadn't phoned you, you wouldn't have lent me your notebook. If you hadn't lent me your notebook, I wouldn't have read your notes. If I hadn't read your notes, I wouldn't have understood the problem. If I hadn't understood the problem, I wouldn't have passed the test. So thanks a lot!'

- If the students can take it, you could get them to repeat the story.
- Write on the board: *If my brother hadn't ... , I would have done my homework / If my mother had woken me up, I wouldn't have ...* and ask the students to complete the sentences in as many different ways as they can. Put the students in pairs to read each other's sentences, and ask some of them to read out the best sentences to the class.

RATIONALE

This is a story-drill. Repeating the pattern helps to fix it. The second part gives the students a chance to have fun inventing excuses.

2 What makes you angry?

- Write these prompts on the board.

I get furious when

People who make me cross.

I find it hard to keep my cool when

I sometimes lose my temper with my because

- Ask the students to complete the sentences for themselves. Then ask them to mingle, compare answers and find out if anyone else has similar reasons for getting angry.

RATIONALE

Personalising the situations and comparing with others can make the language more real and easier to incorporate.

Unit overview

TOPIC: Hopes and fears; frightening stories

TEXTS

Speaking and reading: an article about phobias

Speaking and listening: teenagers' worries and fears

Reading: jokes about ghosts and a presentation on a ghost story

Writing: a film review

SPEAKING AND FUNCTIONS

Discussing phobias

Discussing a ghost story

Talking about things that make you angry

LANGUAGE

Grammar: non-defining relative clauses; defining vs. non-defining relative clauses; definite, indefinite and zero articles

Vocabulary: adjectives with prefixes; phrasal verbs with *through*

Pronunciation: Pausing in non-defining relative clauses

1 Read and listen

If you set the background information as a homework research task, ask students to tell the class what they have found out.

BACKGROUND INFORMATION

Spider-Man is a fictional superhero created in 1962 by Stan Lee and Steve Ditko of Marvel Comics. He is a human being that has the power to climb buildings like a spider. He has been the star of many comic books and three Hollywood blockbusters.

Tobey Maguire (born June 27, 1975) is an American actor. As well as playing Spider-Man in three films, he has also had success in films such as *The Cider House Rules*, *The Wonder Boys* and *Seabiscuit*. Tobey is also a vegetarian and a tournament-level poker player.

Rupert Grint (born 24 August, 1988) is an English actor best known for playing Harry Potter's best friend Ron Weasley in the *Harry Potter* films. In 2007, *Forbes* magazine named him as number 16 in the top earners aged under 25, with annual earnings of \$4 million.

J.K. Rowling (born Joanne Rowling, 31 July, 1965) is the author of the *Harry Potter* novels. A former English teacher, she is now extremely rich and well-known for her charitable works.

Alexander the Great (356–323 BC) was an Ancient Greek king who created one of the largest empires in ancient history.

Genghis Khan (c.1162–1227) was the founder of the Mongolian Empire, the largest empire in history, which covered almost the whole of modern Asia and Europe.

Julius Caesar (100 BC–44 BC) was a Roman military and political leader. He conducted the first Roman invasion of Britain in 55 BC.

Napoleon Bonaparte (1769–1821) was a military and political leader of France who staged a *coup d'état* and became Emperor of France in 1799. He tried to conquer Europe in the early 19th century but was unsuccessful.

Nicole Kidman (born 20 June, 1967) is an Australian actress, famous for her roles in *Days of Thunder*, *Moulin Rouge*, *The Hours* and many more films. In 2006, she was the highest-paid actress in the world.

Johnny Depp (born June 9, 1963) is an American actor, famous for playing eccentric characters in films such as *Pirates of the Caribbean* and *Charlie and the Chocolate Factory*. Films featuring Johnny Depp have earned \$4.8 billion worldwide.

Oprah Winfrey (born January 29, 1954) is an American chat show host. Her chat show is the most popular show in history. She was once the world's only black billionaire and she has been ranked as the most influential woman in the world.

Billy Bob Thornton (born August 4, 1955) is an American actor, star of many films including *The Man Who Wasn't There* and *Bad News Bears*. He is probably best known for his short-lived marriage to the actress Angelina Jolie.

Sigmund Freud (1856–1939) was an Austrian neurologist who founded the psychoanalytic school of psychology. He is best known for treating psychiatric illness through dialogue between patient and psychoanalyst.

TV Detective **Adrian Monk** is a character in the American crime drama *Monk* which ran between 2002 and 2009. He has 38 different phobias including milk, heights and harmonicas.

Warm up

Write the word *Fear* on the board. Check students understand its meaning and ask them what kind of things they are afraid of. Discuss interesting answers further, helping students with vocabulary as necessary.

- a** Look at the photos with students and in open class elicit answers to the questions. Encourage further discussion on any interesting points.
- b** Ask students to skim through the article quickly and answer the questions. At this stage, encourage students to ignore unknown vocabulary. Check answers.

Answers

1 Between ten and 80 percent of us.

2 Spiders + heights

3 Two (cats, snakes) + butterflies

- c** ▶ **CD3 T2** Read the sentences with students and check any difficult vocabulary (*phobias, treated*.) Explain that three of these sentences are the opening sentences for each paragraph of the text in 1b. Pre-teach/elicite important vocabulary in the text (*irrational, heights, hollow, cuddly, felines, chewing gum*.) Students read, listen and match the sentences with the paragraphs. Remind them that one sentence is not used. Play the recording and ask students to check answers in pairs before feedback. In class, encourage students to justify their answers.

TAPESCRIPT

See the reading text on page 96 of the Student's Book.

Answers

A 3 B not used C 1 D 2

Discussion box

Weaker classes: Students can choose one question to discuss.

Stronger classes: In pairs or small groups, students go through the questions in the box and discuss them. Monitor and help as necessary, encouraging students to express themselves in English and to use any vocabulary they have learned from the text. Ask pairs or groups to feedback to the class and discuss any interesting points further.

2 Grammar

★ Non-defining relative clauses (giving extra information)

- a** **Weaker classes:** Write two sentences on the board:
J.K. Rowling wrote the Harry Potter books.
Rowling was born in 1965.

Tell students that you can combine the two sentences using the relative pronoun *who*. Elicit
J.K. Rowling, who was born in 1965, wrote the Harry Potter books. In pairs, ask students to do the same for these sentences:

Indiana Jones is an archaeologist.
Indiana Jones is the hero of The Raiders of the Lost Ark.

Elicit *Indiana Jones, who is the hero of The Raiders of the Lost Ark, is an archaeologist*. Point out that the second sentence in each case gives us extra information. Tell students that the relative pronoun we use depends on whether we are adding information about a person, thing or place. Now follow the procedure for stronger classes.

Stronger classes: Students complete the sentences by looking at the text. Check answers and make sure students understand that the relative clause adds extra information but isn't necessary for the understanding of the main sentence. Draw students' attention to the commas around the clause and tell students that these are an important part of non-defining relative clauses. Make sure students understand the meaning of *whose* (see Language note).

Answers

1 who 2 which 3 where 4 whose

Language note

You use *whose* in relative clauses to show who or what something belongs to or is connected with. In modern English it is acceptable to use *whose* to refer to people or things, e.g. *The writer, whose first book was published in 1997, was born in 1965. The book, whose story was about a young wizard called Harry Potter, became a huge success.*

Whose is used in questions when we are asking who something belongs to, e.g. *Whose pen is this? It's mine.*

- b** Students complete the rule.

Answers

who which where whose

Language note

Students sometimes make mistakes like: *She is the woman which works in the library*. Remind them we can only use *who/that* for people.

- c** Students join the two sentences using the relative pronoun at the end of the sentence. Remind students to use commas around the non-defining relative clause. Go through the first sentences as an example. Check answers.

Answers

- 2 J.K. Rowling, whose books have sold millions, is afraid of spiders.
- 3 Flying, which is the safest way to travel, scares many people.
- 4 Julius Caesar, who was a great Roman emperor, was afraid of cats.
- 5 Nicole Kidman walked up to the gate, where a huge butterfly was sitting.

* OPTIONAL ACTIVITY

For further practice of non-defining relative clauses, ask students to work in small groups and ask each other questions to find two pieces of information about each of their colleagues. Students then join the two pieces of information into one sentence using a relative clause e.g. *Juan, who lives in Madrid, is a good footballer.* Listen to some of the best sentences in open class as feedback.

Grammar notebook

Remind students to note down the rules for non-defining relative clauses and to write a few examples of their own.

3 Pronunciation

See notes on page 127.

4 Grammar

* Defining vs. non-defining relative clauses

Students covered defining relative clauses in Student's Book 2.

- a** Books closed. Write these sentences on the board:
Jenny, who lives opposite me, is having a baby.
The woman who lives opposite me is having a baby.

Ask students who is having a baby in each sentence (In 1, Jenny, and in 2, the woman who lives opposite). Then erase the relative clause (who lives opposite me) in each sentence. Ask students if they know who is having a baby now. Elicit that in sentence 1 we still know that it is Jenny, but in sentence 2 we don't know which woman is having a baby. The relative clause helped to 'define' the woman and without it we have no idea who she is. Point out that when we use relative clauses in this way (to 'define' the noun), we do not use commas around the relative clause as it is not adding extra information. Explain to students that with defining relative clauses we can use *that* instead of *who/which* and there is no difference in meaning, e.g. *The woman that lives opposite me is having a baby.*

Students open their books at page 97 and choose the correct answer to complete the rule. Check answers.

Answers

one, more than one

- b** Ask students to complete the sentences with a relative pronoun, then check their answers in the text.

Answers

- 1 that/which
- 2 who/that
- 3 whose
- 4 where

Language note

You may want to summarise which relative pronouns you can use in non-defining and defining relative clauses with the following table:

	people	things
non-defining relative clauses <i>My brother, who is a doctor, lives in London.</i>	who	which
defining relative clauses <i>My brother who is a doctor lives in London.</i>	who/ that	which/ that

- c** Students decide if the sentences contain defining or non-defining relative clauses and insert commas where appropriate. Check answers and encourage students to give reasons.

Answers

- 1 Defining. No commas needed.
- 2 Non-defining. A fear of small spaces, which is extremely common, stops many people from flying.
- 3 Non-defining. Julius Caesar, whose armies conquered Europe, was afraid of cats.
- 4 Defining. No commas needed.

Get it right!

Refer students to the Get it right! section. These exercises can be used as homework or for fast-finishers.

Grammar notebook

Remind students to note down the rules for relative clauses and to write a few examples of their own.

5 Speak and listen

- a** Ask students to look at the photos and ask them to describe what they see. Elicit *bullying, spots, exams, world peace*. In pairs, students make a list of other things that teenagers worry about. Circulate and help with vocabulary as required. As feedback, listen to some of their ideas in open class.

- b** ▶ **CD3 T4** Tell students they are going to listen to a programme about teenage worries. Play the recording while students listen and make note of any worries which are mentioned that are not on their lists. Students compare answers with a partner before feedback.

TAPESCRIPT

A survey into adolescents' fears reveals some surprises – but also some things that never change. Stress – once considered an adult 'disease' – tops the list of worries for secondary schoolchildren. More and more homework and exams are troubling children as young as 11. And 40 percent of pupils are critical of teachers, saying that they want 'more help' and 'calmer classes'.

These results appear to show that children care deeply about their own education, though surprisingly half of the students questioned say they have already decided not to go to university.

It seems that bullying in or around school is still a major problem, one that many say schools don't do enough about. A third of 10–15 year-olds say they have been bullied at some point in their school life.

40 percent of teenagers worry about friendships, 30 percent worry about the future, and a third are concerned about staying healthy.

Answers

stress, homework, exams, teachers, education, bullying, friendships, the future, staying healthy

- c** ▶ **CD3 T4** Read through the summary with students and check understanding. Play the recording again while students fill in the gaps. Clarify that the text in the summary is not exactly the same as in the recording. You may like to ask stronger students to complete the summary from memory first, then play the recording again for them to check their answers.

Answers

1 surprising 2 stress 3 homework 4 helpful
5 university 6 bullied 7 friendships
8 the future 9 health

- d** Read through the items in the box and check understanding. Students decide whether they are hopes or fears, then discuss their choices with a partner. Listen to some of their ideas in open class as feedback.

Answers

Hopes: having a family, being able to help people, stopping wars, having opportunities to travel, studying abroad, going to university
Fears: getting seriously ill, bullying, exam stress, global warming, concern about your looks, slow economy

- e** ▶ **CD3 T5** Tell students they are going to listen to five teenagers talking about their biggest hopes and fears. Play the recording while students listen and complete the table. Allow students to compare answers with a partner before feedback.

TAPESCRIPT

Shannon: My biggest fear is getting bullied at school.

There's a couple of lads and a gang of girls that are always picking on somebody – they're either too quiet or too loud, too fat or too thin, too stupid or too clever. It's so stupid. It could be me next. And my biggest hope is that we'll stop all the wars going on at the moment. Yeah, I think that's it.

Javier: I think I'm most afraid of our country's economy. My dad is a businessman, and he's kind of worried that he's gonna lose his business. And then I don't know what we'll do. And I really hope that I can go to study English in the United States or Britain, even just for a little time. It's my dream, I guess.

Jao: My big fear is the stress at my school. We have so many tests and homework every night. I worry about not passing the exams. And my hope in future is ... I will get married and have a nice family, and a house and a car. It's not so much to hope for, I think!

Laura: What is my biggest fear ... Oh, I don't have too many. Just being the ugliest among my sisters and cousins. That I'm not going to get any taller. That soon I'll be an adult and have too much responsibility. No, I'm just joking. Maybe. I think really that my biggest fear is getting sick, because I have a friend who got very sick and it's no fun. I hope in the future that I can do something to help people and animals. Especially animals, I think.

Yasmin: I worry a lot about green things – you know, wasting energy, and global warming and climate change. A lot of my friends agree, but it's older people, the adults, who don't seem to care about these things. And my hope ... I want to go to university. In the future I'd like to work for the United Nations.

Answers

	FEAR	HOPE
Shannon	Getting bullied	To stop wars
Javier	His country's economy	To study English in the USA or Britain
Jao	Stress at school, not passing exams	To get married, have a nice family, house and car
Laura	Getting sick	To help people and animals
Yasmin	Wasting energy, global warming, climate change	To go to university, for his country to become part of Europe, to travel

- f** In pairs, students discuss their own greatest hopes and fears. Encourage students to use some of the expressions from Exercise 5e. Listen to some of their ideas in open class as feedback.

6 Vocabulary

* Adjectives with prefixes

- a** Books closed. Tell students that some dreams are realistic, e.g. to dream of having a house and car is a realistic dream, as it is quite likely to come true. Ask them if dreaming of becoming the richest person in the world is a realistic dream. Elicit the adjective *unrealistic*. Elicit more unrealistic dreams. Point out that the opposite of realistic is formed by adding the prefix *un-* and tell them that many adjectives can be formed by adding a prefix. Ask students, in pairs, to write down other examples they know. Give students about two minutes, then ask them to read out their examples. Write them on the board. Draw their attention to the different prefixes they use. Students open their books on page 98 and study the adjectives in the box. Check the meanings, e.g.:

You: *If someone is able to wait a long time for things, they are ...*

Students: *patient*.

You: *If you say please and thank you a lot you are ...*

Students: *polite*

Then ask students to form the opposites by adding one of the prefixes at the top of the columns. Put the new adjective in the correct column. Encourage students to say the opposites aloud to see if they sound correct. Check answers in class or ask students to use a dictionary.

Answers

un – uncomfortable, unhelpful, unhealthy, unconcerned, unafraid, unsurprising
im – impatient, impossible, impolite
in – informal, inexpensive
ir – irresponsible, irregular
il – illogical, illegal

Language notes

You may want to point out some of the following about noun prefixes:

un- is the most common prefix, e.g. *unusual*

im- is used before some words beginning with 'p' or 'm', e.g. *impatient*, *immoral*

in- is often used before words with a Latin origin, e.g. *invisible*

ir- is only used before a few words beginning with 'r', e.g. *irrational*

il- is used before 'l', e.g. *illegible*

- b** Students complete the sentences with adjectives from the table in Exercise 6a. Check answers by asking students to read the sentences aloud. Make sure they are stressing the correct syllables. Point out that prefixes of one syllable are never the main stressed syllables in adjectives.

Answers

2 unhealthy 3 unconcerned 4 impatient
 5 uncomfortable

- c** Students work in pairs and answer the questions in Exercise 6b. Ask a few pairs to give you their answers. Discuss interesting points further.

Vocabulary bank

Refer students to the vocabulary bank. Read through the words and phrases in open class and check understanding.

Vocabulary notebook

Encourage students to start a section called *Prefixes* and to note down the words from this exercise under different prefix headings. They may find it useful to note down their translations too.

7 Grammar

* Definite, indefinite and zero article

- a** Students read examples 1 – 9 and match them with the rules. Point out that there are many rules in English about articles and that students will need a lot of practice before they can use them perfectly.

Answers

1 g 2 f 3 a 4 b 5 e 6 d 7 h 8 i 9 c

- b** Students complete the sentences with the correct article or no article. Check answers and encourage students to give reasons from the rule box.

Answers

1 an 2 the 3 nothing 4 the 5 a 6 the
7 nothing 8 the

- c** Ask students to look at the text and tell them that some lines are correct and some have an extra word. Students identify the correct sentences and cross out the extra words in the incorrect sentences. Tell students that all the mistakes are related to the use of articles. Check answers and encourage students to give reasons.

Answers

3 the (rule h)
4 ✓
5 the (home) (rule i)
6 the (tickets) (rule h)
7 ✓
8 ✓
9 ✓
10 ✓
11 the (rule h)

Grammar notebook

Remind students to note down the rules for articles and to write a few examples of their own.

Culture in mind

8 Read and listen

If you set the background information as a homework research task, ask students to tell the class what they have found out.

BACKGROUND INFORMATION

The Legend of Sleepy Hollow is a short story by Washington Irving, first published in 1820. It is one of the earliest American stories which is still read today. The story is set in 1790 and concerns a headless horseman that terrorises a village. In 1999 the story was made into a film, directed by Tim Burton and starring Johnny Depp and Christina Ricci.

Warm up

Books closed. To introduce the topic of jokes, you may like to tell the following jokes to the class:

Q: What did the big chimney say to the little chimney?

A: You're too young to smoke.

Q: What did the big candle say to the little candle?

A: I'm going out tonight.

Q: What did the traffic light say to the car?

A: Don't look now, I'm changing.

Tell students that many jokes in England are based on two different meanings of the same words. Ask students to identify the words in the jokes which have two different meanings (underlined above) and explain their different meanings. Do the students know any jokes in English?

Answers

Smoke = 1) to emit smoke, e.g. from a fire 2) to smoke (a cigarette)

Go out = 1) to cease to burn 2) to depart from the house

Change = 1) to change colour (traffic lights) 2) to change (clothes)

- a** Books open. Tell students they are going to read five jokes about ghosts. Ask them to match the two halves of the jokes and to explain the jokes. Let them compare answers with a partner before feedback.

Answers

1 e 2 a 3 d 4 c 5 b

- b** Ask students to study the words. Read the text with students and clarify understanding of difficult vocabulary (*folk and fairy tales, generation*). Students complete the text with the words in the box. Check answers.

Answers

1 culture 2 stories 3 details 4 scared
5 scary 6 hurt 7 believe 8 exciting

- c** ▶ **CD3 T6** Students read and listen to the presentation about a story. Students complete the sentences and compare answers with a partner before open class feedback.

Answers

1 a place 2 teaches in a village
3 single woman 4 wants to marry Katrina
5 is feeling scared

Discussion box

Weaker classes: Students can choose one of the questions to discuss.

Stronger classes: In pairs or small groups, students go through the questions in the box and discuss them.

Monitor and help as necessary, encouraging students to express themselves in English and to use any vocabulary they have learned from the text. Ask pairs or groups to feedback to the class and discuss any interesting points further.

9 Vocabulary

* Phrasal verbs with *through*

- a** Students read the dictionary definition and the joke and discuss why it is funny (it is a 'play on words'; the verb *go through* has two meanings).

Students match the phrasal verbs in sentences 1–4 with their definitions a–d. Encourage students to use dictionaries if necessary. Check answers and encourage students to write the verbs in their vocabulary notebooks with an example sentence.

Answers

1 c 2 d 3 b 4 a

- b** Students complete the sentences with phrasal verbs from Exercise 9a. Remind students that they will need to put the verbs in the correct form. Check answers.

Answers

1 sail through 2 look through 3 sat through
4 got through

Vocabulary notebook

Encourage students to add these to the section *Phrasal verbs* from Unit 2 and to note down the words from this exercise under the heading *through*. They may find it useful to note down translations too.

- c** In pairs, students discuss the questions. Ask a few individual students to tell the class their answers. Go over any common errors with the class.

10 Write

If you set the background information as a homework research task, ask students to tell the class what they have found out.

BACKGROUND INFORMATION

The Legend of Sleepy Hollow (see Background Information, Exercise 8)

Johnny Depp (see Background Information, Exercise 1)

Tim Burton (born August 25, 1958) is an American film producer, director and writer. He is famous for films such as *Edward Scissorhands*, *Batman* and *Planet of the Apes*.

- a** Students can do the preparation in class and the writing for homework. Ask if they have seen the film *The Legend of Sleepy Hollow* (see Background Information). Students read the film review and decide on the differences and similarities between the film and the story. Listen to some of their ideas in open class.

Answers

Similarities: title, characters' names, year the film and book are set in (1799), Ichabod loves Katrina.

Differences: Ichabod Crane is a policeman in the film, not a school teacher. He is killed in the story, but not in the film. In the film there are three murders, in the story there is one.

- b** Students read the review again and answer the questions. In feedback, elicit the meaning of difficult words, for example, *creepy*, *foggy*.

Answers

1 The story, Johnny Depp's performance
2 To create suspense and not give away the ending
3 a1 b2 c2

- c** Tell students they are going to write a review of a film they really like or dislike. Encourage students to:

- plan their writing in the same way as the example review.
- use defining and non-defining relative clauses where appropriate.
- tell some of the story but not to reveal the ending!

In a subsequent lesson, encourage students to read each other's film reviews and vote on which review most makes them to want see the film.

Memo from Mario



Hopes and fears

The house that Jack built

- ▶ If you can make pictures to illustrate this old nursery rhyme, it will help the students to understand. You could write the verbs on the pictures to help.
- ▶ Read, or say from memory if you can, the rhyme. Encourage the students to join in. Try to keep the strong rhythm of the verse going. Don't let it drag!

This is the house that Jack built.

This is the corn that lay in the house that Jack built.

This is the rat that ate the corn that lay in the house that Jack built.

This is the cat that killed the rat that ate the corn that lay in the house that Jack built.

This is the dog that chased the cat that killed the rat that ate the corn that lay in the house that Jack built.

This is the cow with a broken horn that tossed the dog that chased the cat that killed the rat that ate the corn that lay in the house that Jack built.

This is the maiden all forlorn that milked the cow with a broken horn that tossed the dog that chased the cat that killed the rat that ate the corn that lay in the house that Jack built.

This is the man, all tattered and torn, that kissed the maiden all forlorn that milked the cow with the broken horn that tossed the dog that chased the cat that killed the rat that ate the corn that lay in the house that Jack built.

- ▶ Repeat with the students, keeping the rhythm and speed going.
- ▶ Ask the students to work in pairs to write a similar sequence of sentences about anything they like. If they are really stuck for ideas, you could suggest 'This is the water that comes from your tap. This is the reservoir that supplies the water that comes from your tap.' etc. or 'This is the paper that you use in class. This is the shop that sells the paper that you use in class.' etc.
- ▶ Ask some pairs to read their 'poems' or display the writing around the room for all to read.

RATIONALE

Nursery rhymes often contain a lot of repetition of patterns of speech. Repeating patterns in this way shouldn't be boring. Students almost always produce interesting pieces of writing, concentrating on the ideas whilst practising the pattern.

A role play

- ▶ Start this off by demonstrating yourself. Get an empty chair and stand behind it. Tell the students to imagine that there is a person sitting in the chair. They are going to ask that person questions about their hopes and fears and you will answer as that person. You can take this seriously or light-heartedly, depending on who you say is in the chair. If, for example, you say the person is someone important in the country, it should be serious. On the other hand, if you say the person in the chair is a character from a TV series or a film that the students know, it can be light-hearted.
- ▶ After the demonstration, put the students in pairs to interview each other as another person.

RATIONALE

Putting yourself in somebody else's shoes can be a very strong emotional activity.

Unit overview

TOPIC: Happiness and good days

TEXTS

Reading and listening: an article about the happiest country in the world

Listening: dialogues about being happy

Writing: a poem

SPEAKING AND FUNCTIONS

Discussing happy countries

Talking about your idea of happiness

Talking about feelings

LANGUAGE

Grammar: *be used to (doing) something; be used to doing vs. used to do*; phrasal verbs

Vocabulary: expressions with *feel*; expressions with prepositions

Pronunciation: stress in phrasal verbs

Iceland is an island located in the North Atlantic Ocean. The first settlers arrived in Iceland 3,000 years ago. In 2007, it was ranked as the most developed country in the world by the United Nations Human Development Index. In 2008, the nation's banking system collapsed, causing significant economic and political problems.

Canada is a country occupying most of northern North America, extending from the Atlantic Ocean in the east to the Pacific Ocean in the west and northward into the Arctic Ocean. It is the world's second largest country in surface area.

The name *Canada* comes from a St. Lawrence Iroquoian word, *kanata*, meaning 'village' or 'settlement'. Major cities in Canada include Montreal, Toronto, Vancouver and the capital Ottawa. It is one of the coldest countries in the world, with Snag, a town in Yukon, recording a temperature of -62.8° Celsius in 2007. Both French and English are spoken in Canada. Famous tourist attractions include Niagara Falls, the Rocky Mountains and The Great Lakes.

1 Read and listen

If you set the background information as a homework research task, ask students to tell the class what they have found out.

BACKGROUND INFORMATION

Denmark is a Scandinavian country bordered by Sweden, Norway and Germany. As well as having the world's highest level of income equality, Denmark has the best business climate in the world, according to the business magazine, *Forbes*. The 2009 Global Peace Index ranked Denmark as the second most peaceful country in the world, after New Zealand. Denmark was also ranked as the least corrupt country in the world in the 2008 index. Denmark is a very flat country with an average height of 31 metres above sea level.

Leicester is a city in the East Midlands region of England. It is the tenth most populous city in the country. It was originally a Roman settlement. The University of Leicester was founded in 1921. It has 20,000 students and was named University of the Year in 2008 by the *Times* newspaper.

Fiji is an island nation in the South Pacific. It consists of 322 islands, of which 106 are permanently inhabited. The national sport of Fiji is rugby.

Warm up

Write on the board: *What makes me happy is ...*. Give students an example of your own, e.g. ... *a sunny day and no work or ... having a meal with my family*. Ask students to write down three things that make them happy and discuss them with a partner. In feedback, ask a few students to tell the class about their partner (*What makes my partner happy is ...*). Do they think people in their country are generally happy with their lives?

- a** Ask student to look at the photographs and read the captions under each one. Ask students which of these things affect how happy they are.
- b**  **CD3 T7** Play the recording. Students follow the text in their books and try and answer the questions. There are quite a lot of new words in the text, but encourage students to ignore unknown vocabulary at this stage and to concentrate on completing the task. Let students compare answers with a partner before feedback.

Answers

- 1 Denmark
- 2 Denmark has excellent education and health systems; Danes choose jobs they want to do; socialising is more important than shopping; Danes trust each other and the government.

- C** ▶ **CD3 T7** Read through the statements with students and check understanding of difficult vocabulary (*equal, salary, stalls, rarely*). Then ask them to read the text and decide if the statements are true or false.

TAPESCRIPT

See the reading text on page 102 of the Student's Book.

Answers

- 1 F (Denmark has one of the finest education systems in the world)
- 2 T
- 3 T
- 4 F (it's an informal gathering for friends and family)
- 5 F (you leave money in a basket)
- 6 T

* OPTIONAL ACTIVITY

Write the following definitions on the board and ask students to match them to words in the text. Stronger classes may like to try to do this from memory before looking back at the text to check.

- 1 *A person's position in society.* (paragraph four – status)
- 2 *Spending informal time with friends.* (paragraph five – socialising; hanging out)
- 3 *confidence/belief* (paragraph six – trust)
- 4 *Something that doesn't affect the environment is ...* (paragraph six – non-polluting)

Discussion box

Weaker classes: Students can choose one question to discuss.

Stronger classes: In pairs or small groups, students go through the questions in the box and discuss them.

Monitor and help as necessary, encouraging students to express themselves in English and to use any vocabulary they have learned from the text. Ask pairs or groups to feedback to the class and discuss any interesting points further.

2 Grammar

* be used to

BACKGROUND INFORMATION

Madrid (population c. 3.3 million in 2009) is the capital of Spain. Despite being a very modern city, Madrid has many historic buildings and areas. It is home to the famous Prado art museum and to Real Madrid, the second-richest football club in the world after Manchester United.

A *siesta* is a short afternoon sleep normally taken after the midday meal. The word is of Spanish origin, but siestas are also common in many other parts of the world including China and Taiwan.

- a** Books closed. Ask students if they like speaking to large groups of people. Elicit a few answers and then tell them that because you are a teacher, you've spoken in front of an audience many times. Say:

I'm a teacher. I'm used to speaking to large groups of people. Write the sentence on the board.

Then write on the board: *I'm a student. I'm used to ...* Ask students if they can complete the sentence with examples of their own. Point out that students can put a noun after (*be*) *used to*, e.g. *I'm used to homework every night*, but if they want to put a verb after the structure they must use the *-ing* form: *I'm used to doing homework every night*.

Students open their books at page 103 and complete the sentences. Encourage students to guess the answers before reading the text to check their answers. Finally, make sure that students understand that when you are used to doing something you have done it many times. Point out that students should be careful not to confuse this with the structure *used to* that we use to talk about the past (*I used to live in Madrid, but I don't any more.*)

Answers

- 1 seeing
- 2 looking

- b** Students read through the examples. Point out the negative form and ask students if they are used to getting up early. In the second example, ask if the speaker finds the person's accent easy or difficult to understand now (*he/she finds it easy but they didn't in the past.*) Students circle the correct words in the rule.

Answer

a gerund

- C** Ask students to look at the picture and tell them that Irene is Spanish but at the moment she is living in London. Ask them to predict the kind of things she isn't used to because they are different from her home country, e.g. *no siesta* (a short sleep after lunch before an afternoon's work), *British money*, *British food*. Go through the example with students and then ask them to complete the remaining sentences with the words in the box. Students check their answers with a partner before feedback. Tell them to refer back to the text on page 102 to help them.

Answers

- 1 traffic, driving 2 weather, sunshine
3 working, taking 4 British money, going
5 speaking 6 laughing

* OPTIONAL ACTIVITY

In pairs, ask students to imagine they are living in another country. Students write down a series of things they are and aren't used to doing because it's different in their home country. Then each pair reads their sentences to another pair, who should try and guess where they are living. In feedback, ask some students to read their sentences and the whole class can guess where they are living. For example:

A: *I'm not used to the long nights. And I'm not used to wearing a spacesuit.*

B: *You're living on the moon!*

Grammar notebook

Remind students to note down the rules for this structure and to write a few examples of their own.

LOOK!

Explain that *I used to live in London* refers to the past and *I'm used to speaking French* refers to the present. Ask students to give you sentences about themselves using *used to*.

- d** Students complete the sentences using the correct form of *be used to* or *used to*. Go through the example and ask whether the speaker eats vegetables now (yes). Check answers and make sure students are pronouncing *used to* correctly /ju:stə/.

Answers

- 2 'm used to sleeping 3 's not (isn't) used to speaking
4 didn't use to like 5 'm not used to walking
6 used to live 7 didn't use to wear
8 'm used to speaking

Language notes

- 1 Students are likely to confuse the two forms. They often make mistakes like *Did she use to go to university?* Remind them that we use

used to + infinitive without *to* and *be used to* + gerund. It may help students to think about how these phrases are used in their own language.

- 2 For speakers of Latin languages such as French, Spanish or Portuguese, you may like to highlight that *be used to* + gerund is similar in meaning to *be accustomed to doing something*.
- 3 Students often make mistakes like *Did he used to like punk music?* Remind them that the question form is *did* + *use to*.

Grammar notebook

Remind students to note down the rules for *used to* and *be used to* and to write a few examples of their own.

3 Listen

- a** Weaker classes: follow the procedure for stronger classes but discuss the pictures as a class.

Stronger classes: Students look at the pictures and, in pairs, decide what happiness means for each person. Give some examples for the first picture: *Happiness for him/her/them is ...*. Monitor and help with vocabulary.

Possible answers

Happiness for him/her/them is:

- a lying in a bath
b watching her children sleep
c passing an exam
d reading books
e laughing with friends
f baking/cooking

- b** ▶ CD3 T8 Students listen and number the pictures in the order that they hear them. Play the recording and ask students to check answers with a partner.

TAPESCRIPT

Joanna: Excuse me, we're doing a survey for our school magazine. Have you got a minute?

Woman 1: Sure. Go ahead.

Joanna: We're trying to find out more about happiness. What's happiness for you?

Woman 1: That's easy. My children. I have a three-year-old boy and five-year-old girl and they mean the world to me. I love it after a long happy day out with all the family and you finally get them to bed and then you go in half an hour later and there they are sleeping – like little angels. Part of me wants to go and wake them up but the sensible side always stops me. I mean, it's also nice to have a bit of time for just me and my husband too.

Philip: What's happiness for you?

Woman 2: Cooking.

Philip: Cooking?

Woman 2: Well, baking really. I'm never happier than when I'm baking cakes and biscuits and that sort of thing. And I love seeing the look on people's faces when they eat them. It makes me feel all warm inside. About a month ago my old oven broke down. I was so depressed. I had to go out and buy a new one. Two days without baking is two days too long.

Joanna: When are you most happy?

Boy 1: When I get the top mark in a test. Knowing all that hard work was worth it. You can't beat it.

Joanna: Can you tell us what happiness is for you?

Man 1: That's a tough question. It's so many things. Let me think. I know. It's a long hot bath after a hard day. Just lying in there soaking in the water – maybe with a good CD playing in the background – it's heaven. You can let your mind go blank. It can also be a great time to sort out some of your everyday problems without getting too stressed out about them.

Philip: We're doing this survey about happiness. Can we ask you a few questions?

Girl 1: Certainly.

Philip: Can you tell us what happiness means for you, when you're happy?

Girl 1: Easy. Being with my friends and laughing. I'm really lucky, I've got a great group of friends and we always have so much fun together. I don't know where time goes when I'm with them. It just flies. We don't even have to do anything special – just hang out at our houses or in the park. But we're always laughing.

Philip: So friendship is the most important thing for you?

Girl 1: Yes, I think so. When you make a good friend, you've got a friend for life. The other day I bumped into an old friend who I hadn't seen for two years. After five minutes it was like we'd never been apart.

Joanna: Hi, can we ask you a question for our school magazine?

Boy 2: Sure.

Joanna: When are you happy?

Boy 2: Easy. When I'm reading a good book. You know, one of those books that you just can't put down. I love it. I just get lost to the world. It feels great.

Answers

1 b 2 f 3 c 4 a 5 e 6 d

- C** ▶ **CD3 T8** Read through the sentences with students and encourage them to guess the missing words. Play the recording again and check answers. If necessary, play the recording again with pauses during feedback.

Answers

1 mean the world 2 look, warm 3 worth, beat
4 heaven 5 time goes, flies 6 great

4 Speak

In pairs, students discuss the questions. As feedback, ask a few pairs to share their ideas with the class. Encourage students to use *used to* when answering question 2, e.g. *Sweets used to make me very happy but now I don't really eat them* or *I used to really love getting presents at Christmas. Now what makes me happy is giving people presents.*

5 Vocabulary

* Expressions with *feel*

- a** Ask students to read the last item in Exercise 3c again, and elicit *It feels great*.
- b** Check students understand the words in the box. Explain that we often use these words with *feel* to describe how a person feels, e.g. *She felt very confident before her interview*, or to describe a situation, e.g. *It feels strange ...*. Students complete the sentences with the words in the box.

Answers

2 strange 3 sorry for 4 up to 5 confident
6 the need 7 lonely 8 stupid

- C** Read through the instructions with the class and check understanding of the adjectives. You may like to give some examples of your own to get them started. Divide the class into pairs and ask students to describe different situations. Monitor and help with vocabulary as required. As feedback, ask students to tell the class about their partners' situations and how they felt.

* OPTIONAL ACTIVITY

In pairs, ask students to describe a situation to their partner, who guesses how they felt, e.g.

A: *I was sitting at home late at night watching a horror movie on my own. There was a loud knock on my door. I felt ...*

B: *... scared*

Vocabulary bank

Refer students to the vocabulary bank. Read through the words and phrases in open class and check understanding.

Get it right!

Refer students to the Get it right! section. These exercises can be used as homework or for fast-finishers.

Vocabulary notebook

Encourage students to start a section called *Feelings* and to note down the words from this exercise. They may find it useful to note down the translations too.

6 Grammar

* Phrasal verbs

- a** Books closed. Ask students what they do to find the meaning of a new word. Elicit *Look it up in a dictionary*. Ask students what they do if they've lost something. Elicit *Look for it*. Write the examples on the board:

A: *What does this word mean?*

B: *Look it up in a dictionary.*

A: *I've lost my coat.*

B: *Look for it.*

Ask students what the phrasal verb is in each sentence (*look up*, *look for*). Ask students what they notice about the position of the pronoun *it* in the two sentences. (*Look* and *up* are separated by *it* in the first sentence, but *it* comes after both parts of the phrasal verb in the second example *Look for it*). Tell students that some phrasal verbs are separable (the object can be put between the two parts), but some verbs are not (you have to put the pronoun after both parts of the phrasal verb).

Students open their books at page 105 and underline the two parts of each phrasal verb in the sentences.

Answers

1 bumped into 2 broke down 3 sort out

- b** Students decide which phrasal verb in Exercise 6a can be separated. Check answer.

Explain that we can say ... *sort your problems out* ... or ... *sort out your problems* ... Both are correct. Tell students that often if the object is quite long (more than one word, e.g. *some of your everyday problems*) we prefer to put it after the phrasal verb, as in sentence 3.

Answer

Sort out

- c** Students complete the rules about separable and inseparable phrasal verbs with the words in the box. Go over point 3 in the rule box. Emphasise that when we use a pronoun with separable phrasal verbs, the pronoun must come between the two parts of the verb, e.g. *Look it up* not ~~*Look up it*~~. However, with non-separable phrasal verbs, the pronoun must come after the verb *I bumped into him*.

Answers

- 1 separated, together
- 2 separated, between
- 3 between

LOOK!

Point out that there is no rule that tells students if the verb is separable or not. Students need to note down the information whenever they record phrasal verbs in their vocabulary book. Read through the Look! box with students and tell them that dictionaries usually tell you if a verb is separable or inseparable. Check students understand that *sb/sth* is short for *somebody/something*. Then point out that phrasal verbs with three or more parts are not separable.

- d** Students put the words in order to make sentences. Go through the example and point out the alternative answer. Ask students whether *made up* is separable or inseparable (*separable*). Check answers and elicit other possibilities where relevant. Finally ask students whether each verb is separable or inseparable.

Answers

- 2 He takes after his father. (inseparable)
- 3 They can't put us up tonight. (separable, note that in this case *us* has to go between the two parts of the verb because it is a pronoun)
- 4 I picked Italian up on holiday in Italy. / I picked up Italian on holiday in Italy. (separable)
- 5 How do you put up with that noise? (inseparable)

* OPTIONAL ACTIVITY

Ask students to replace the object with a pronoun in the sentences 1, 2, 4 and 5 in Exercise 6d.

Answers

- 1 You made it up. 2 He takes after him.
- 4 I picked it up on holiday. 5 How do you put up with it?

- e** Ask students to complete the questions. Check answers.

Answers

1 bumped into 2 broke down 3 take after
4 pick up 5 sorting out 6 put up with

- f** In groups, students discuss the questions. Monitor and help as necessary. Ask individual students to tell the class something interesting they have learned about their classmates (e.g. Suzanna has to put up with her younger sister at home.)

Language note

A few phrasal verbs with three words are separable but this is not necessarily something you want to teach students at this level. For example:

take (somebody) up on (something) – I'll take you up on that offer. (= I'll accept that offer.)

let (somebody) in on (something) – I'll let you in on a secret. (= I'll share a secret with you.)

Grammar notebook

Remind students to note down the rules for the grammar of phrasal verbs and to write a few examples of their own.

7 Pronunciation

See notes on page 128.

Photostory: A tough decision

8 Read and listen

- a** ▶ **CD3 T10** Students look at the photo, identify the people and describe what they are doing. Ask them to guess the answers to the questions, but don't comment on their answers at this stage. Play the recording. Students read and listen to check their answers. (Mr Ford has to make a decision about who is going to take over the radio station. He decides on Nick and Laura.)

TAPESCRIPT

See the photostory on page 106 of the Student's Book.

- b** Students answer the questions. Encourage them to answer from memory before reading the text again to check. Check answers in open class.

Weaker classes: Before students look at the questions, you may want to play the recording again, pausing as necessary to clarify any problems.

Answers

- 1 He needs to choose a producer for next year.
- 2 Because he didn't always give credit when he should have.
- 3 Because she spoke to him the other day.
- 4 Because it would break Nick's heart.
- 5 Laura.
- 6 He says "Oh. Great" in a sarcastic way, because he is not pleased.

9 Everyday English

- a** Students look back at the text in Exercise 10 and find out who said the expressions. Then ask them to study the context and decide what the expressions mean. Get them to repeat the full sentences from the text, giving attention to the intonation.

Answer

1 d Tom 2 e Tom 3 a Tom 4 f Amy
5 c Tom 6 b Amy

- b** Ask students to read through the dialogue and complete the sentences. Go through the first sentence with them as an example if necessary. Allow students to compare answers with a partner before checking answers in open class.

Answer

1 same here 2 in other words 3 that's all
4 then again 5 in the end 6 between you and me

Vocabulary notebook

Ask students to make a note of these expressions in an *Everyday English* section in their notebooks. Encourage them to use translations or other expressions from this unit to help them remember each one.

* OPTIONAL ACTIVITY

Stronger classes: Students can write their own short dialogues using the expressions in Exercise 9, and act them out in front of the class. To vary this exercise, ask students to pause before saying the expressions and ask other members of the class to predict what they are going to say.

Weaker classes: They can act out the dialogue in Exercise 9.

Discussion box

Weaker classes: Students can choose one question to discuss.

Stronger classes: In pairs or small groups, students go through the questions in the box and discuss them.

Monitor and help as necessary, encouraging students to express themselves in English and to use any vocabulary they have learned from the text. Ask pairs or groups to feedback to the class and discuss any interesting points further.

10 Improvisation

Divide the class into pairs. Tell students they are going to create a short role play between Nick and Laura. Read through the instructions with students. Give students two minutes to plan their dialogue. Circulate and help with vocabulary as necessary. Encourage students to use expressions from Exercise 9a. Students practice their dialogue in pairs. Listen to some of the best dialogues in open class.

11 Making Waves DVD Episode 4

- a Students discuss the questions in pairs and feedback as a class.
- b Students complete the news report. Check answers.

Answers

1 money 2 investigation 3 happy 4 started
5 answer 6 question

- c Play Episode 4 of the DVD. As a class, discuss how Tom is feeling.

12 Write

- a Students can do the preparation in class and the writing for homework. Ask students if they have any favourite poems and whether they've ever written a poem before. Ask students to complete the poem using the words in the box. Check answers and ask a different student to read each line of the poem.

Answers

2 Always 3 Parties 4 Perfect 5 Icy 6 Never
7 Eating 8 Staying 9 Sleeping

- b Ask students to write down the first letter of each word. Ask what they spell.

Answer

HAPPINESS

- c Tell students that they are going to write a poem called *A Perfect Day*. This should be an interpretation of what a perfect day is to them. Point out that the first letter of each line should spell the title. Help students to start the poem. For example:

A dawn mist

Pretty flowers

End of term

Encourage students to use new vocabulary they have learned in the unit. In a subsequent lesson, encourage students to read each other's poems and vote on the best.

13 Last but not least: more speaking

- a Ask students to read the survey. Check any difficult vocabulary. Ask them to add their own ratings.
- b In pairs, students compare their ratings and discuss why these things make them happy.
- c Ask them to write two of their own ideas for the survey, then compare their ideas in groups.

Check your progress

1 Grammar

- a 2 the 3 an, a 4 -, - 5 -
- b 2 ... works in a cafe that sells Italian food.
3 ... met some people whose car had broken down.
4 ... going back to live in England, where I was born.
5 ... our new teacher, who lives next door to me.
6 ..., which started in the USA, is increasing.
- c 2 didn't use to do 3 'm used to driving
4 used to play 5 Did, used to live
6 'm used to getting up

2 Vocabulary

- a 2 illegal 3 impolite 4 illogical 5 inexpensive
6 impatient
- b 2 better 3 sorry 4 stupid 5 up
- c 2 sail 3 go 4 sat

How did you do?

Students work out their scores. Check how they have done and follow up any problem areas with revision work for specific students.

Memo from Mario



Happiness

1 A warmer for Unit 14

- ▶ Ask each student to think of an adjective which *exactly* describes how they are feeling at this moment. They may need to use dictionaries. When everyone has an adjective, everyone stands up.
- ▶ Say a few adjectives, for example, *sleepy, angry, happy*, etc. The students sit down as soon as you hit on their adjective. Once about half the class have sat down, ask them to help calling out adjectives.

RATIONALE

Sometimes just saying the word will help to lighten the mood. Thinking of the adjective will put known vocabulary for feelings back into students' minds.

Acknowledgement

This activity comes from *The Confidence Book*, Davis & Rinvoluceri, Pilgrims Longman, 1990.

2 Where in our book ... ?

- ▶ This is a quiz activity where students create the questions.
- ▶ Start by asking the students if they can remember certain things about the coursebook. Example questions:
Where is there a text about Stonehenge and the Pyramids? (Unit 10)
Which unit has a song by Oasis? (Unit 4)
Which project is about planning a TV show? (Project 2)
Which unit has a grammar section on gerunds and infinitives? (Unit 7)
- ▶ Students can use their books to find the answers as quickly as possible.
- ▶ Put the students in pairs to write six questions about the book. Join pairs to make groups of four who should combine their questions to make a total of ten. They will have to discard two questions.
- ▶ Before you start, negotiate the rules of the game with the students. Decide on the following points and any others the students raise:
 - ▶ Questions to be asked to the whole team / one individual?
 - ▶ Use of the book or not? For example – two points for answering without opening the book, one point if the book is referred to?
 - ▶ A time limit for answering the question?
 - ▶ What's the prize for the winning team?
 - ▶ Then run the quiz between teams of four.
 - ▶ You could then run a class or group discussion on their favourite parts of the book.

RATIONALE

This is the last unit and time to celebrate the course material.

If you negotiate the rules with the students they will be much more rigid about sticking to them.

Pronunciation

Unit 1 Exercise 9

* Sentence stress

► **CDI T13** Tell students that sentence stress is stress on certain words within a sentence and it gives English its rhythm. Students turn to page 110 and read through sentences 1 to 5.

Weaker classes: Play the recording, pausing after each sentence for students to mark the stress. Play each sentence twice. Students compare answers with a partner before class feedback.

Stronger classes: Students can mark where they think the sentence stresses fall before they listen and then listen to check.

Play the recording again, pausing after each sentence for students to repeat. Check students are stressing the correct words.

TAPESCRIPT/ANSWERS

- 1 Can you tell us another secret?
- 2 Was it really that easy?
- 3 So how can I use it?
- 4 What on earth is that?
- 5 What can I do to communicate better?

Unit 2 Exercise 8

* Linking sounds

Students covered this area in Student's Book 2.

► **CDI T18** Students turn to page 110 and read through the sentences. Ask students what they notice about the underlined parts (consonants at the end of words are immediately followed by a vowel). Write the first sentence on the board and ask students how the underlined part is pronounced. Then play the rest of the recording.

Play the recording again, pausing for students to repeat each sentence. Encourage students to link the consonant at the end of words with the vowel sound that begins the next word.

TAPESCRIPT/ANSWERS

- 1 I always stick up for my friends.
- 2 I can't lie, but I don't want to tell on a friend.
- 3 Why should I get into trouble for something I haven't done.
- 4 I'm surprised anyone gets on with you.

Unit 3 Exercise 5

* /ɔ:/ short

- a** ► **CDI T21** Students turn to page 110 and read through the words. Play the recording, pausing after each word for students to repeat. Tell students that /ɔ:/ is a long vowel sound and make sure students are pronouncing the sound correctly.

TAPESCRIPT

1 more 2 four 3 before 4 saw 5 short

- b** ► **CDI T22** Students read through the sentences and underline the /ɔ:/ sounds. Go through the first one with them as an example, if necessary. Play the recording, pausing after each sentence for students to check and repeat.

TAPESCRIPT/ANSWERS

- 1 I saw the ball, and I caught it.
- 2 We can't play tennis here – the court's too short!
- 3 We ought to buy four more.
- 4 But we bought forty before!

Unit 4 Exercise 8

* Prepositions

► **CDI T30** Students turn to page 110 and read the sentences. Tell students that prepositions have a weak and a strong form. We pronounce the vowel sounds in prepositions in their weak form as schwa /ə/, for example *for* is pronounced /fə/. Play the recording and ask students to circle the prepositions that are pronounced in their weak form and underline those that are stressed.

Ask students to identify the sentences where the preposition is pronounced in its strong form. Ask students why they are pronounced in their strong form (*they are the last word of the sentence and all prepositions in the final position are pronounced in their strong form*). Play the recording again, pausing after each sentence for students to check and repeat.

TAPESCRIPT/ANSWERS

- 1 I'm revising (for) my exams.
- 2 What are you looking for?
- 3 I can't stand talking (to) him.
- 4 Who's John talking to?
- 5 Who are you looking at?
- 6 I think he's (at) work.

Unit 5 Exercise 5

* /aʊ/ allowed

- a** ▶ **CD1 T33** Students turn to page 110 and read through the words. Play the recording, pausing after each word for students to repeat. Tell students that /aʊ/ is a long vowel sound and make sure students are pronouncing the sound correctly.

TAPESCRIPT

- 1 cow 2 house 3 round 4 town 5 shower
6 allowed

- b** ▶ **CD1 T34** Students read through the sentences and underline the /aʊ/ sound. Go through the first one with them as an example, if necessary. Play the recording again, pausing after each sentence for students to check and repeat.

TAPESCRIPT/ANSWERS

- 1 How are you now?
2 I'm allowed to have a mouse in the house.
3 You aren't allowed to sing loudly in the shower.

Unit 6 Exercise 8

* Stress pattern in *have something done*

- ▶ **CD2 T39** Students turn to page 110 and read the sentences. Ask students which words they think are stressed. Play the recording and ask students to mark the stressed words.

Play the recording again, pausing after each sentence for students to check and repeat. Make sure they are stressing the correct words.

TAPESCRIPT/ANSWERS

- 1 Have you had your hair cut?
2 Dad's going to have a phone installed.
3 They had the road closed.
4 They had the people removed.
5 Have you had your camera fixed?
6 He's having a garage built.

Unit 7 Exercise 6

* Word stress

- ▶ **CD2 T4** Write the word *record* on the board. Ask students to tell you where the stress is in the word. Elicit the stress in the noun *record* (record) and the verb *record* (record). Tell students that some words in English have stress on different syllables according to whether they are verbs, adjectives or nouns. Students turn to page 110, read the words and underline where they think

the stressed syllables are. Play the recording for students to check.

Play the recording again, pausing after each word for students to repeat. Encourage students to mark the stressed syllable when they write words in their vocabulary notebook.

TAPESCRIPT/ANSWERS

- 1 imagine 2 imagination
3 refer 4 reference
5 popular 6 popularity
7 possible 8 possibility
9 relax 10 relaxation

Unit 8 Exercise 9

* *I wish ... and if only ...*

- a** ▶ **CD2 T9** Students turn to page 111 and read the sentences. Play the recording and ask students to listen to the underlined words. Ask students how the underlined parts are pronounced. *If only* and *I wish I ...* are examples of linking between a consonant at the end of one word and a vowel at the beginning of the next. In *I wish they ...* the sounds at the end of *wish* and *they* are also linked so that one word is pronounced together with the next.

Play the recording again, pausing for students to repeat each sentence. Encourage students to link the sounds at the ends and beginnings of words in the same way as the recording.

TAPESCRIPT

- 1 If only there was something to do.
2 If only they'd ask me.
3 If only he knew.
4 I wish I knew his name.
5 I wish I could go home.
6 I wish you weren't so noisy.

Unit 9 Exercise 3

* /əʊ/ though

- a** ▶ **CD2 T11** Students turn to page 111 and read through the words. Play the recording, pausing after each word for students to repeat. Tell students that /əʊ/ is a long vowel sound and make sure students are pronouncing the sound correctly.

TAPESCRIPT

- 1 so 2 go 3 don't 4 slow 5 nobody
6 though 7 although 8 won't

- b** ▶ **CD2 T12** Students read through the sentences and underline the /əʊ/ sound. Go through the first

one with them as an example, if necessary. Play the recording again, pausing after each sentence for students to check and repeat.

TAPESCRIPT/ANSWERS

- 1 Don't go so slowly.
- 2 I won't watch the game show.
- 3 Although I know Alex, I don't know his brother.
- 4 Nobody likes him, even though he's friendly.

Unit 10 Exercise 3

*** have in must have / might have / can't have / couldn't have**

► **CD2 T8** Students turn to page 111 and read the sentences. Tell students that there are two main ways of pronouncing *have*, a strong form /hæv/ and a weak form /əv/ or /həv/. Play the recording and ask students to circle the weak forms and underline the strong forms.

Ask students if they can work out when *have* is pronounced in its strong or weak form (*have* is pronounced in its weak form except when in a final position). Point out that when *have* is at the start of a sentence, e.g. *Have you got a car?* it is pronounced in a weak form but with an initial /h/, that is /hæv/. Play the recording again, pausing after each sentence for students to check their answers and repeat.

TAPESCRIPT/ANSWERS

- 1 She must have been very happy.
- 2 Yes, she must have. She was smiling a lot.
- 3 I might have passed the exam.
- 4 You can't have. You didn't study.
- 5 He couldn't have known the answers.
- 6 He must have. He passed the test.

Unit 11 Exercise 3

*** Intonation in reported questions**

► **CD2 T23** Students turn to page 111 and read the sentences. Play the recording and ask students to identify whether the intonation falls or rises at the end of each question.

Play the recording again, pausing after each sentence for students to repeat. Encourage students to imitate the intonation on the recording.

TAPESCRIPT/ANSWERS

- 1 Do you live near here? (D)
- 2 She asked me if I lived near here. (D)
- 3 Are you enjoying the party? (U)
- 4 She asked me if I was enjoying the party. (D)

- 5 Do you want a cup of tea? (D)
- 6 She asked if I wanted a cup of tea. (D)

Unit 12 Exercise 6

*** should / shouldn't have**

► **CD2 T28** Students turn to page 120 and read the sentences. Play the recording and ask students to listen to the underlined words. Ask students how the underlined parts are pronounced. Point out that *have* is pronounced in its weak form /əv/ in each sentence. Ask students how the two words *should have* / *shouldn't have* are pronounced (there is linking between them so that the /d/ or /t/ sound is linked with /əv/).

Play the recording again, pausing for students to repeat each sentence. Encourage students to link the sounds between *should have* and *shouldn't have* in the same way as the recording.

TAPESCRIPT

- 1 I'm sorry – I shouldn't have done that.
- 2 He should have left earlier.
- 3 You shouldn't have forgotten her birthday.
- 4 They shouldn't have driven so fast.
- 5 Your brother shouldn't have hit me.
- 6 I should have asked more questions.

Unit 13 Exercise 3

*** Pausing in non-defining relative clauses**

► **CD3 T3** Students turn to page 111 and read the explanation about pausing in non-defining relative clauses. Play the recording and ask students to write a comma at the points in the sentence where there is a pause.

Play the recording again, pausing for students to repeat each sentence. Encourage students to pause at the beginning and end of the relative clause and to lower the tone of their voice for the relative clause.

TAPESCRIPT/ANSWERS

- 1 Peter Jackson, who was born in New Zealand, directed *The Lord of the Rings*.
- 2 J. R. R. Tolkien, who was a very shy man, wrote many books.
- 3 My sister, who lives in Hong Kong, writes stories for children.
- 4 Manchester, which is in the north of England, gets a lot of rain every year.
- 5 My best friend, whose father is a doctor, wants to study medicine at university.

- 6 Elijah Wood, whose career began when he was a child, became a big star after *The Lord of the Rings*.

Unit 14 Exercise 7

* Stress in phrasal verbs

▶ CD3 T9 Turn to page 111. Remind students that phrasal verbs consist of a verb and one (or more) prepositions. Play the recording and ask students to circle the prepositions that are weak and underline the prepositions that are stressed.

Check answers and ask students to give reasons. If necessary, write the example sentence *Put away your books* on the board. Check the meaning and then ask students if the sentence can be written in any different ways (*Put your books away* or *Put them away*). Point out that these sentences have the preposition at the end of a sentence or clause. Say each sentence and ask students in which sentences *away* is stressed (the sentences with *away* in final position). Play the recording again, pausing for students to repeat each sentence.

TAPESCRIPT/ANSWERS

- 1 You made that story up.
- 2 Did you just make up that story?
- 3 We can work the problem out.
- 4 We can work out the problem.
- 5 Please take off your shoes when you arrive.
- 6 Take your jacket off and have a cup of tea.
- 7 I looked up my old friends on the internet.
- 8 I looked it up in the dictionary.

Get it right! key

Unit 1 *say and tell*

2 b 3 b 4 a 5 b 6 b

Unit 2 Regular verb endings

- a** 2 Harris tried to escape tried
3 I think they really enjoyed enjoyed
4 Some of the children cried cried
5 They stayed in Ecuador stayed
- b** 1 cost 2 chosen 3 read 4 heard 5 caught
6 fell; hurt

Unit 3 *work or job?*

1 job 2 work 3 work 4 work 5 job 6 work

Unit 4 Verbs with prepositions

1 with 2 about 3 about 4 for 5 for
6 about 7 for

Unit 5 Making new friends

2 met 3 make 4 got to know 5 make 6 meet

Unit 6 *make or do?*

2 made 3 done 4 do 5 make 6 make
7 make 8 do

Unit 7 Verbs with gerunds and infinitives

1 to see 2 standing 3 waiting 4 going
5 to watch 6 to be

Unit 9 Spelling - *though, through, thought*

2 through 3 though 4 thought 5 though
6 through

Unit 10 Direct and indirect questions

2 b 3 b 4 a 5 b 6 a

Unit 11 Marriage

2 marry 3 get married 4 wedding
5 get married to 6 marriages

Unit 13 Relative clauses

2 a market which takes place
3 friends who live abroad
4 Do you know who's organising
5 restaurant where you can get sushi
6 which is a great job

Unit 14 Spelling - *felt or fell?*

2 fell 3 felt 4 fell 5 felt 6 fell

Project 1

Class research: how we communicate

Divide the class into groups of three or four. Point out the main stages of the project so students know what they are going to do.

1 Brainstorm and prepare

- a** Students read the instructions and look at the pictures. Tell students they are going to carry out research on how people communicate. Explain that first they have to brainstorm ways they communicate during the day. Students work together and think of as many different communication methods as possible, and write them in a list. Refer them back to Unit 1, if necessary. Circulate and help with vocabulary as required.
- b** Once students have agreed on their list, ask them to copy the information into a table like the one in the Student's Book.
- c** Ask students to choose a day to do their research, preferably at the weekend.

2 Collect results

- a** Look at the pie chart with students and ask them if they think the results from their group will be similar. In their original groups, students collate their results. Ask them to discuss any major differences between their results.
- b** Ask students to decide how they are going to present their results, and which of them is going to present each part of the report. Monitor and give students time to prepare their presentations. Make sure all students take part and encourage the group to point out the most interesting findings, e.g. *The students in our group send texts more often than they speak on the telephone*, etc. Write useful phrases on the board to help: *Most people in our group communicate ... / We often communicate by ... / Nobody communicates by ...*

3 Share and discuss

Students present their reports to the class. At the end of each report discuss any interesting findings further. Ask students to discuss the questions in their groups and listen to their ideas in open class. Students can vote on the report they found the most interesting.

Project 2

Plan a TV show

Divide the class into groups of three or four. Point out the main stages of the project so students know what they are going to do.

1 Start thinking

Look at the picture with students and ask them if they can think of any other shows that involve real members of public rather than actors (reality shows). Listen to some of their ideas in open class. In their groups, students think of examples of programmes for each of the categories in the box. You may like to elicit an example of each in open class to get them started.

2 Plan the show

Tell students they are going to plan a new reality show that will be different from those already on TV. Suggest that they start by discussing the good and bad points of existing shows, and then thinking of ways of improving on the bad points. Read through the questions and check students understand them. Students work together to answer the questions and create a detailed plan of the new show. Monitor the class, helping with vocabulary and answering questions as necessary. Encourage students to make notes of their answers to help them during their presentation.

3 Explain your ideas

- a** Read through the instructions. Students decide how to present their ideas to the class. Encourage all members of the group to take part. Give students time to rehearse their presentation. Remind students to speak clearly and encourage them to use their notes.
- b** Ask each group to present their answers. This is more effective if students come to the front of the class to present.

4 Choose and discuss

- a** When all groups have presented their ideas, students discuss the good and bad points of each programme and decide which is the best.
- b** Ask each group to elect a spokesperson to explain which programme they think would be most successful and why.

Project 3

A mystery poster

BACKGROUND INFORMATION

Chichen Itza, meaning 'at the mouth of the Itza well', is a Mayan city on the Yucatan Peninsula in Mexico. It was established before the period of Christopher Columbus and probably served as the religious centre of Yucatan for a while. The site contains temples, pyramids and other buildings which show an amazing degree of architectural perfection.

The Dropa stones were allegedly discovered in a cave in the Himalayas in 1938. Explorers found hundreds of stones 30cm in diameter with a small hole in the centre. The stones were analysed and found to be 12,000 years old and to contain rows of tiny hieroglyphics which told the story of a race of people coming from the skies. Several skeletons with large heads and small bodies were found with the stones. The stones are now said to be in a Chinese museum.

Inca mask: The Inca tribe came to prominence in the 12th century and conquered much of south-western South America in the following centuries, creating the Inca Empire, before being conquered by the Spanish in the 16th century. The Incas left an important legacy of architecture, painting, textiles and jewellery, including some beautiful ceremonial masks.

The Loch Ness Monster is a sea animal that some people claim lives in Loch Ness, a lake in Scotland. The famous photograph of the monster from 1934 was revealed to be a fake in 1994, and there have been several searches of the lake, most recently in 2001, which have found nothing.

Divide the class into pairs. Point out the main stages of the project so students know what they are going to do.

1 Do your research

- a** Look at the pictures and ask students what they know about the mysteries. Students choose a mystery to research. Encourage stronger classes to think of their own mysteries. Make sure the class chooses a variety of mysteries.
- b** Students research their mysteries. They can do this for homework or in class. If they do it at home, give them time in class to share their information with the other students in their group.

2 Make the poster

Tell students that they are going to make a poster outlining the history of their mystery and some of the theories related to it. Give each group a large piece of paper to make their poster. Students read the instructions and prepare the poster. Encourage students to use modals of deduction (present and past) as appropriate when writing their theories. Monitor round the class and, if there is time, encourage students to swap their texts with another pair for correction.

3 Share your research

- a** Students put their posters on the wall around the classroom. Give students time to walk around the classroom looking at each poster, but don't allow time for any questions at this stage.
- b** Students think of a question to ask other students about their mystery. Refer them to the example questions in the Student's Book. Monitor and read their questions, helping with vocabulary as necessary.

Students ask other class members their question, and record the answers. Encourage students to record the number of people they ask, as they will need the information in Exercise 3c.
- c** Ask each group to present their poster to the class and explain the mystery. Give time at the end of each presentation for students to ask the presenters questions about their mystery. Students can then vote on the most interesting poster presentation.

Project 4

Do research with your own questionnaire

Divide the class into groups of five. Point out the main stages of the project so students know what they are going to do.

- b** Students share their results with the rest of the class. Where appropriate, encourage students to use comparative sentences and to offer reasons for the different answers they were given. In open class, students decide which questions they thought worked best.

1 Make the questionnaire

- a** Tell students they are going to work together to create a questionnaire about feelings. Read through the different question types and check understanding. In their groups, students discuss which of the question types they like best and why. As feedback, listen to some of their ideas in open class.
- b** Each person in the group chooses one feeling from the list and writes a question about it. Students work together to improve the questions. Circulate and help with any problems. Make sure each student writes down the final versions of all the questions for use in the next exercise.

2 Use your questionnaire

- a** Each group takes it in turns to ask their questions. Allocate one group to go first. Students from this first group split up and each go and sit with one of the other groups. When they have asked all the questions, they return to their original group. The other groups then do the same.
- b** In their original groups, students compare their answers. Encourage them to discuss possible reasons for any different answers.

3 Compare with different ages

This exercise should be set for homework. Students ask their questions to at least two people of different ages. Encourage them to ask as many people as possible and to make a note of their answers.

4 Compare results and discuss

- a** Students present their findings to the rest of their group and discuss reasons for the different answers given by different age groups. Look at the sample sentence and ask students to write some sentences describing their findings in preparation for the next exercise.

Workbook key



Welcome section

A

- 1 2 'm not doing 3 work 4 's getting 5 need
6 'm doing 7 get 8 are getting 9 are using
10 prefer
- 2 2 is 3 aren't 4 doesn't 5 didn't 6 can
7 hasn't 8 should 9 isn't 10 won't
- 3 Ages: child, toddler, baby, teenager, pensioner,
young adult; Environment: forest, fumes, litter,
atmosphere, recycle, rubbish

B

- 1 a 2 A 3 P 4 A 5 P 6 I
b 2 We're going to visit my grandparents on
Saturday.
3 My dad (definitely) won't give me money to
buy a new computer.
4 I'm seeing the doctor tomorrow morning.
5 Planes will fly from London to Australia in
ten hours in the future.
6 My friend Mike is going to leave school next
year.
- 2 2 c 3 f 4 a 5 d 6 b
- 3 2 an injection 3 hurt 4 sore 5 epidemic
6 temperature 7 pain 8 patients

C

- 1 a 2 since 3 for 4 since 5 since 6 for
b 2 I've been in this class for six months.
3 Joanna and I have been friends since 2009.
4 I've known Paul Carpenter for a year.
- 2 lift elevator; rubbish garbage; pavements sidewalks;
football soccer; biscuits cookies; sweets candy;
underground subway

- 3 2 d 3 e 4 f 5 a 6 b

D

- 1 2 Sandra used to drink tea but now she drinks
coffee.
3 Amanda used to have a dog but now she has
a cat.
4 June used to read magazines but now she reads
newspapers.
5 Gregory used to drive a car but now he rides a
bicycle.

6 Daniel used to watch TV but now he plays sport.

- 2 2 mustn't 3 mustn't 4 don't have to 5 don't
have to 6 mustn't 7 don't have to 8 mustn't
9 mustn't 10 don't have to
- 3 2 download 3 keyboard 4 on 5 lead 6 drive
7 network 8 ports 9 password

1

Communication

- 1 a 2 have, you; met 3 Did, see; haven't gone
4 Have, finished; took 5 Did, speak; haven't
seen 6 Have, bought; got 7 did, learn; have
never driven
b 2 did you move 3 did you see 4 did you
live 5 did you start 6 have you been
c 1 've known; knew 2 has worked; works;
worked 3 lived; lives; has lived
4 've broken; broke; break
d 3 have 4 to 5 ✓ 6 have 7 ✓ 8 to
9 for 10 ✓ 11 did 12 since 13 have
14 a
e 2 in 2004 3 already 4 just 5 last winter
6 about a week ago 7 since the 80s
f 2 Jessica has had her mobile phone for a week.
3 William has just called.
4 When did you buy that bag?
5 Your friends arrived an hour ago.
6 Your birthday cards have been here since
yesterday.
7 I haven't seen you since your party.

2 a ▶ CD3 T12 TAPESCRIPT/ANSWERS

- 1 How long have you had it?
2 When did you move?
3 What film did you see?
4 How long did you live there? How long did
you live there?
5 When did you start working there? When
did you start working there?
6 How long have you been here? How long
have you been here?
- 3 a 2 e 3 a 4 j 5 f 6 b 7 d 8 c
9 h 10 g
b 2 say 3 tell 4 tell 5 telling 6 told
c 2 going to say sorry 3 say that again
4 telling the truth 5 say thank you
6 tell him a story 7 say goodbye
8 going to tell you off

d 2 h 3 b 4 c 5 i 6 e 7 a 8 f
9 j 10 d

4 1 T 2 N 3 F 4 T 5 T 6 F 7 N

5 **a** Laura answers all Nadia's questions. The underlined phrases are too formal for this kind of letter.

b b 5 c 1 d 4 e 6 f 2

Unit check

1 1 arms 2 back 3 nod 4 make 5 telling
6 look 7 warm 8 eye 9 forward

2 2 c 3 b 4 c 5 a 6 c 7 a 8 c 9 c

3 1 b 2 a 3 d 4 c 5 d 6 b 7 a 8 c

2 A true friend

1 **a** 2 came; were having 3 opened; were dancing 4 found; was cleaning 5 were waiting; started 6 was teaching; heard 7 called; were taking

b 2 was travelling 3 was ringing 4 noticed 5 picked up 6 rang 7 did 8 didn't move 9 answered 10 phoned 11 went 12 stayed

c 2 As soon as the phone started ringing, Godzilla ran and sat next to the phone.
3 The hall light came on as she was parking the car.
4 As soon as I got to the gate, the dog started barking.
5 Sometimes an animal starts behaving strangely. Then something happens to its owner.
6 As their owners are still travelling home, many animals are waiting at the door.

2 **b** ▶ **CD3 T13** TAPESCRIP/ANSWERS

Godzilla the cat had a special relationship with her owner, David Hart. David often went away for work. While he was travelling his mother came over to his house to look after the cat. One day while the telephone was ringing, his mother noticed Godzilla get up off the sofa and sit down next to the phone. She picked up the phone. It was David. He was calling to say 'hi'. The next time the phone rang, Godzilla did the same thing. It was David again. But the next time, Godzilla didn't move. His mother answered the phone – it wasn't David. She started to notice that every time

David phoned, Godzilla went to sit next to the phone. When it wasn't David, Godzilla stayed where she was.

3 **a** 1 b 2 c 3 d 4 a

b 1 realise; had left 2 had; had met
3 didn't know; had said; was crying
4 got; had started 5 wasn't working; had forgotten 6 saw; Had, you

c 3 had 4 been 5 ✓ 6 ✓ 7 having
8 being 9 ✓ 10 did 11 were

4 **a** 2 d 3 f 4 e 5 b 6 a

b 2 e 3 a 4 f 5 b

c 2 allies 3 make 4 hit it off 5 close
6 'mate 7 acquaintance 8 friends are for

5 2 then 3 matter 4 news 5 could 6 sooner

7 **a** ▶ **CD3 T14** TAPESCRIP

A lot of people seem to think that pets, especially dogs, are somehow telepathic. They think that they have a special understanding with their animal, so that for example their pet knows when they are coming home, or knows when something is wrong. I think that's ridiculous, though. These things are just coincidence, or it's just that the owner is trying to 'wish' that their pet is special. Statement A

b ▶ **CD3 T15** TAPESCRIP

- 1 When I was a child, my parents moved around a lot, so I went to quite a few different schools. I had to make friends again every year in a new place. It sounds bad, but actually I didn't really have a problem with it. It was always hard to say goodbye to your best friend, as I did a number of times, but when you realise you'll always make more friends it's not so bad.
- 2 I didn't like my best friend at all the first time I met her. I thought she was really unfriendly, and a bit superior. It was only after I met her again that I realised I'd been too quick to judge her. It's funny, but I'm like that with other things, too. I can hate a song the first time I hear it, but then after a while I really love it. I think sometimes you shouldn't judge a person on the first meeting, because there are all kinds of reasons that they might not appear as they really are.
- 3 I hardly ever see my best friend, in fact, because we live in different countries. We don't even call or email each other that often, but it doesn't matter. He'll always be my best friend because we've been through

so much together. I know that if I ever have a serious problem in my life, he'll be there for me, and I hope he thinks the same about me. Of course, it's good to have friends you see every day, so you can share everything, but it doesn't have to be like that.

- 4 I suppose I'm not the kind of person who needs to have a 'best' friend. I mean, I've got a lot of people I call 'friends', but no one person that's more special than anyone else. I think if you have a group of people you can do things with, then that's fine. Everyone makes changes in their lives, people go different ways, and if you just have your 'best' friend – well, then what happens, you lose him or her?
- 5 I can't imagine life without my best friend. We grew up together, and we've always stood by each other when things weren't so good. Of course, we've had our problems – I remember we once fell out for a couple of weeks for some stupid reason – but I think it's normal to argue with a friend. Everybody needs one person who has shared everything in your life, you know, who knows everything about you.

1 E 2 B 3 A 4 D 5 F

Unit check

- 1 1 had 2 While 3 stood 4 letting 5 get
6 loyalty 7 out 8 friends 9 up
- 2 2 c 3 b 4 c 5 a 6 a 7 b 8 b 9 b
- 3 2 up 3 an acquaintance 4 on 5 hit
6 close 7 what 8 let 9 on

3 A working life

- 1 a 2 been doing 3 started 4 seen 5 had
6 been doing 7 been snowing
- b 2 painted 3 called 4 gone 5 been taking
6 been painting 7 been calling 8 taken
- c 1 D's gone 2 F haven't been sleeping
3 A've eaten 4 B have, been waiting 5 C
have, been doing 6 E Have, finished; Have
seen
- d 2 have you had it 3 have you been doing
4 have you been saving 5 have you known
6 have you been downloading
- e Example answer
Craig David was born in 1981 in Southampton,
England. He has been singing and DJing since
he was 14 years old. He was the youngest

ever male singer to have a UK number 1 hit in April 2000. He has won various music industry awards since then. He also recorded his song *Rise And Fall* in Punjabi. He has met Nelson Mandela. He was called "England's best singer" by Sir Elton John. He has played many charity concerts and football matches. In 2008, he received an honorary Doctor of Music degree from Southampton University.

- 2 a b shouldn't c ought not d should
e better f ought

b 2 b 3 f 4 e 5 d 6 a

3 b ▶ CD3 T16 TAPESCRIPT/ANSWERS

- | | |
|------------|---------------------|
| 1 or | 8 awards |
| 2 form | 9 also |
| 3 your | 10 recorded |
| 4 water | 11 fall |
| 5 all | 12 called |
| 6 born | 13 ought / oughtn't |
| 7 fourteen | 14 before |

- 4 a Across: 7 experience 9 full-time
10 resign 11 salary

Down: 1 employee 2 qualifications
3 unemployed 5 trainee 6 apply
8 employer

- b 1 applied 2 employer 3 employees
4 salary; 1 unemployed 2 resigned
3 trainee 4 part-time

c a 5 b 4 c 2 d 2 e 1 f 3 g 6 h 7

- 5 a 2 a 3 c 4 c 5 a

b 1 c 2 b 3 b

6 a ▶ CD3 T17 TAPESCRIPT

Introduction

This report will describe a live event I attended recently. The event was a pop concert featuring ten different singers and bands. Some of the money from ticket sales was given to charity for people with physical and mental disabilities.

Venue and cost

The concert took place at the M.E.N. Arena in Manchester. Tickets were £20 or £30, depending on where the seats were.

Atmosphere

At the beginning of the show, the sound wasn't clear. Later, the quality improved a lot. The lighting was very impressive. The crowd was very young; the average age was probably about fourteen.

Performances

Most of the performers played two or three songs. There were some delays between performances.

The Black Eyed Peas were the main band; they played last. I thought Lady Gaga was the best performer; her singing and dancing were excellent, and the audience responded very well.

Conclusion

To sum up, the show was three hours long, which was good value for money. Not all performers were equally good, though, and perhaps it would be a good idea to cut the number of performers. This show is touring the country, and my recommendation is that, if you like just two or three of the artists, you should definitely go and see it. Overall, it was an excellent evening, with something for everyone.

2 ticket 3 £20 or £30 4 clear 5 fourteen
6 two or three 7 three hours

b 1 d 2 b 3 a 4 c

Unit check

- 1 1 should 2 for 3 qualifications 4 work
5 trainee 6 part-time 7 experience
8 employee 9 been
- 2 2 c 3 c 4 a 5 b 6 a 7 c 8 b 9 a
- 3 2 e 3 f 4 b 5 d 6 a 7 h 8 i 9 c

4 Live forever!

- 1 **a** 2 'm likely to 3 're likely to 4 isn't likely to
5 'm not likely 6 're likely to
- b** 2 My parents will be unhappy with my results.
3 My brother is likely to arrive late tomorrow.
4 The match on Saturday won't be very good.
5 I might go to the cinema this evening.
6 I'm likely to pass next week's test.
7 They're not likely to be at home tomorrow.
8 There's probably won't be much to eat at the party.
9 We might not visit our grandparents next weekend.
- c** 2 I might pass the exams.
3 He might not arrive on time.
4 I'll probably be late.
5 My mother's not likely to lend me some money.
6 My sister probably won't buy that car.
7 They're likely to be at the party.
- 2 **a** 2 phones; 'll ask 3 won't open; push
4 leave; 'll be 5 's not; 'll hurt 6 won't come; don't want 7 stop; will get 8 won't bite; leave

- b** 2 If John invites me to the party, I'll go.
3 I'll beat Sally unless I play badly.
4 I'll be very upset if he loses my camera.
5 Unless you go now, the shops will be closed.
6 If my friend comes now, we'll play computer games.

- 3 **a** 2 until 3 when 4 unless 5 as soon as
6 until 7 When 8 If

- b** 2 Unless 3 until 4 if 5 until 6 unless
7 as soon as 8 If

- 4 **a** 1 arguing 2 worrying 3 revising
4 thinking 5 getting

- b** 2 thinking about what to wear 3 revising for exams
4 worrying about 5 arguing with people

- c** 2 about 3 for 4 for 5 with 6 for

5 ▶ CD3 T18 TAPESCRIPT

- 1 I'm looking for my books.
- 2 What are you waiting for?
- 3 Sorry – I don't want to talk to you.
- 4 Who are you writing to?
- 5 Are you looking at me?
- 6 Who are you looking at?

- 6 2 with 3 for 4 for 5 about 6 about

7 Example answers

I always argue with my brother about music.
Are you getting ready for school?
You won't remember the word unless you write it down.
I'll tell her as soon as I see her this afternoon.
I'll write it down because I'm likely to forget it.

- 8 **a** The advertisement asks candidates to say why they think they are suitable for the post, their level in English, what they think they will gain for working with young children and what they think will learn from being in the UK.

- b** André doesn't say anything about his level of English.

- c** 1 If I get one of the jobs 2 they are likely to improve 3 will learn 4 Thank you for considering

Unit check

- 1 1 If 2 might 3 probably 4 for 5 until
6 with 7 about 8 likely 9 unless
- 2 2 c 3 a 4 a 5 c 6 b 7 c 8 b 9 c
- 3 2 with 3 If 4 for 5 about 6 for
7 as soon as 8 for 9 unless

5 Reality TV

- 1 **a** 2 The travellers weren't allowed to enter the country.
3 Out parents never let us play outside.
4 The teacher didn't let us leave early.
5 They made us switch off our mobile phones.
6 Do your parents make you go to bed before 10 o'clock?

- b** 2 You aren't allowed to walk on the grass.
3 You're allowed to cycle/ride your bike here.
4 You aren't allowed to use your mobile phone.
5 You're only allowed to use the computers for 30 minutes.
6 You're not allowed to use cameras with the flash.

- c** 2 The teacher made us stay in school longer yesterday.
3 I don't let my sister borrow my things.
4 My father didn't let me borrow his car.
5 You're not allowed to smoke in here.
6 My mum is making me pay for my own mobile phone.

- 2 **a** b 6 c 9 d 1 e 7 f 5 g 4 h 10
i 8 j 3

- b** 1 contestants 2 presenter 3 allowed
4 viewers 5 winner 6 successful

- 3 **a** ▶ CD3 T19 TAPESCRIPT/ANSWERS

- 1 how ✓ 2 know 3 now ✓ 4 mouse ✓
5 loud ✓ 6 shout ✓ 7 slow 8 house ✓
9 found ✓ 10 snow

- b** ▶ CD3 T20 TAPESCRIPT

- 1 How do you know which house it is?
2 I found a mouse in the snow.
3 We heard a loud shout.
4 There was a mouse running loudly round the house.

- 4 **a** 2 can stay 3 have to go 4 don't have to / must stay 5 mustn't go 6 can't bring

- b** 2 mustn't 3 can 4 have to 5 have to / must 6 don't have to

- 5 **a** 2 boiling 3 fantastic 4 freezing
5 enormous 6 awful 7 hilarious
8 fascinating 9 starving 10 exhausted

- b** 2 Yes, I was terrified.
3 Yes, it was deafening.
4 Yes, it's delicious.
5 Yes, I was delighted.
6 Yes, I'm thrilled.
7 Yes, it's terrible.

- 6 1 bond with 2 join in 3 fit in 4 feel left out

- 7 **a** 2 ✓ 3 he 4 the 5 did 6 ✓ 7 the
8 can 9 with 10 ✓ 11 not

- b** 2 N 3 T 5 T 6 N

- c** ▶ CD3 T21 TAPESCRIPT

A: Dave? Have you ever seen that Michael Jackson video 'Thriller'?

B: Yeah – it's brilliant. Really scary. But I know one that's even better.

A: Oh yeah? What?

B: Well, there's a song called *Somebody's Watching Me*, by a guy called Rockwell – Michael Jackson sings on it too. It's kind of old, but really good – and the video is really weird!!

A: So – what happens?

B: Well, it starts off with Rockwell – he's a black guy, right, from the States – and he picks up a newspaper but it's all written in oriental writing, Japanese or something.

A: Uh-huh

B: And then you get a scene of inside his kitchen – it's, like, an ordinary kitchen, but there's this big black bird, a raven or something, flying around inside it.

A: Ugh.

B: Right! I told you it was weird! Anyway, so the next thing you see is Rockwell in the shower – only he's wearing shorts, so I guess he thinks someone's watching him.

A: Like the title of the song?

B: Yeah. So – oh, what happens next? Erm ... oh yeah, then he goes into his living room and he switches on the TV – and he can see himself on the TV! So he thinks that this is much too strange, and he gets scared and runs outside – but his garden has become a graveyard at night, he's looking at all these tombstones and things!

A: Then what does he do?

B: Well, I can't remember everything, but I do remember he hears a bell ring, and someone shouts 'Mailman' so he goes out to look at his mailbox ... and ...

A: And?

B: Nah, I'd better not tell you – you'll have to find the video and watch it for yourself!

A: Oh Dave – come on, I'm not a baby ...

2 D 3 E 4 A 5 B 6 F

- b** 1 E 2 A 3 F

- 8 a 2 a good reason 3 been going 4 very believable 5 no matter

c The second text is better because it includes all the information asked for, it is within the number of words specified and is well-organised.

Unit check

- 1 1 contestants 2 made 3 had 4 freezing 5 presenter 6 enormous 7 allowed 8 winner 9 fun
- 2 2 a 3 b 4 c 5 a 6 c 7 c 8 b 9 a
- 3 2 join 3 frightening 4 exhausted 5 terrible 6 fit in 7 very 8 documentary 9 fantastic

6 Survival

- 1 a 2 d 3 a 4 d 5 b 6 a
- b 2 A language called Hindi is spoken in many parts of India.
3 The 2008 Olympic Games were held in Beijing.
4 Boeing 747 planes are called Jumbos.
5 Most American films are made in Hollywood.
6 The 2006 football World Cup was won by Italy.
7 John Lennon was killed in December 1980.
8 The Titanic was sunk by an iceberg.
9 Gorillas are found in forests in Africa.
10 Buildings are designed by architects.

- 2 a 2 photos developed in 30 minutes.
3 have your ears pierced.
4 can have your computer repaired.
5 can have your eyes tested in 20 minutes.
6 You can have your clothes dry-cleaned in only 12 hours.
- b 2 're having their photograph taken.
3 's having his car repaired.
4 's having a garage built.
5 're having a computer delivered.

- 3 a ▶ CD3 T22 TAPESCRIP/ANSWERS
- 1 She's having her eyes tested.
2 They're having their photograph taken.
3 He's having his ears pierced.
4 She's having her computer repaired.
5 They're having their clothes dry-cleaned.

- 4 a 2 c 3 b 4 h 5 f 6 g 7 e 8 a
- b 2 did 3 doesn't make 4 makes 5 did 6 make 7 made 8 make

- c 2 an offer 3 room 4 request 5 time 6 living 7 sure 8 way

- 5 a 2 have been sold 3 have been killed 4 have been made 5 haven't been invited 6 has been made

b 2 have been knocked down 3 haven't been delivered 4 have been caught 5 hasn't been cleaned 6 has been put out

c 2 was scored by Messi. 3 was decorated by a professional. 4 weren't delivered to us on time. 5 are dealt with by Mr Brown. 6 always have Mary cut my hair.

- 6 a 2 will be protected 3 won't be increased 4 will be given 5 will be put 6 won't be closed 7 will be helped 8 will be reduced

b 2 won't be finished 3 Will, be heated 4 will be supervised 5 won't be allowed 6 Will, be given

- 7 a 2 earth 3 Any 4 all 5 How 6 more

b 2 How come 3 More or less 4 Any chance 5 I mean 6 After all

8 ▶ CD3 T23 TAPESCRIP

1 OK everyone – listen please! Listen! Now, from now on you're free to look around the town, do some shopping, have tea – whatever you want. OK? But please be back here – here! – at a quarter past eight, all right? Eight fifteen. That's because the bus will leave here at exactly half past – we won't wait for anyone who's late. So if you're here at eight fifteen, then you'll be safe because there'll be fifteen minutes before we leave. Got that? OK – off you go, and have fun!

2 Well, Sally, let's look at your maths results from this term. Erm ... OK, you got 58%. Well, that's not too bad I suppose – and let's remember that last term you only got – what was it? – oh yes, 47%, so you've made some progress. But really this still isn't quite good enough, is it? I mean, 58% is OK, but with a bit more hard work and concentration, you could do better than that, I'm sure. So you need to do something about it, OK?

3 A: Hey Andy – how are you doing?

B: OK thanks, Mike.

A: Hang on – there's something different about you. What is it?

B: Maybe it's this!

A: Oh yeah – wow, that's neat! When did you have it done?

B: Yesterday. I've always wanted to have an earring – and now I've got one!

A: Did it hurt at all?

B: Nah – you don't feel anything at all, you know? Piercing's no problem at all ...

4 Good evening, and here is tonight's news. The number of casualties in the earthquake that hit southern Russia this morning has grown – it is now believed that approximately four thousand people have been killed, but rescue workers say that this number is likely to increase as the rubble is removed from buildings that have been destroyed. Many of the people killed were office workers ...

- 5 A: Hello? Is that Home Pizza?
 B: Yes, Madam – can I help you?
 A: Yes – I'd like to have a pizza delivered, please. Ham and mushroom, family size.
 B: Certainly, Madam. What's the address, please?
 A: 18 Hampton Gardens.
 B: OK. That'll be six pounds 25.
 A: Do I have to pay for delivery?
 B: No, Madam. And in fact, if your pizza isn't delivered in the next 30 minutes, you won't have to pay anything.
 A: Great – thanks, goodbye.

1 b 2 b 3 c 4 a 5 c

Unit check

- 1 1 taken 2 was 3 developed 4 made
 5 made 6 have 7 effort 8 had 9 were
- 2 2 a 3 a 4 b 5 a 6 c 7 b 8 a 9 b
- 3 1 effort 2 mess 3 best 4 fun 5 do
 6 make 7 sense 8 start

7 Good and evil

- 1 a enjoy, detest, mind, imagine, suggest, feel like, practise; promise, want, offer, afford, learn, choose, hope
- b 2 to leave 3 to buy 4 seeing 5 being
 6 to kill 7 living 8 to let
- c 1 playing 2 to fight 3 to help 4 to help
 5 writing 6 to kill 7 reading
- d 2 I want to see you again soon.
 3 My teacher offered to help me after school.
 4 He detests being called Timothy.
 5 I can't imagine getting angry with him.
 6 You'll have to learn to be more patient.
- e 2 feel like going 3 afford to buy 4 miss living
 5 promised to give 6 to practice speaking
 7 mind getting up 8 avoid studying

- 2 a -ation: preparation, imagination; -ence: preference, difference; -ment: enjoyment, agreement, entertainment; -ness: kindness; -ion: protection, reaction; -ity: popularity, probability, possibility

- b 2 enjoy 3 protection 4 imagination
 5 agree 6 entertainment

- c 2 treatment 3 punishment 4 suggestion
 5 invitation 6 blindness 7 creativity
 8 advertisement 9 madness

3 a ▶ CD3 T24 TAPESCRIPT/ANSWERS

- 1 prepare preparation
 2 prefer preference
 3 enjoy enjoyment
 4 lazy laziness
 5 protect protection
 6 popular popularity

- 4 a 2 D 3 C 4 A

- b 2 e 3 d 4 a 5 b

- c 2 seeing 3 watching 4 eating 5 to buy
 6 going 7 to tell 8 to work / working

- 5 a Example answers
 They died because they drank too much water. It contains an additive that might make the water addictive for the mice.

- b 1 B 2 A 3 C 4 E

- c 1 b 2 a 3 d 4 b

6 a ▶ CD3 T25 TAPESCRIPT

Critic: The human race has always been extremely interested in the dark side of life and the monsters that live there. This is a healthy thing because without evil there is, of course, no such thing as good. But what worries me is how our perception of these monsters and of evil has changed.

Presenter: And how has it changed?

Critic: Well, first we need to have a look at some of the classic monsters from the past and in my opinion, the golden age of the monster was in the late 19th century and early part of the 20th century.

Presenter: The age of Frankenstein, Dr Jekyll and Mr Hyde, Jack the Ripper ...

Critic: Exactly. Now what was so interesting about these monsters is that there was a reason for their existence. They were symbols of what could happen if we did wrong. Frankenstein and Mr Hyde, for example, were the products of men trying to play God. There was a message there for us.

Presenter: So what's gone wrong?

Critic: Well, modern monsters have no motivation. They're just very two-dimensional.

Presenter: For example.

Critic: Well let's look at some of the most popular cinematic monsters of the last 20 years; Freddie from "Nightmare on Elm Street.", Jason from "Friday 13th" and Michael Myers from "Halloween". What we basically have are three killing machines. Now, of course, there are stories about how they became such blood-thirsty monsters but no-one really remembers any of the reasons. What audiences are interested in is how many people will die and how violently their deaths will be.

Presenter: So you're saying there's no message.

Critic: Exactly. We don't learn anything from all this violence. All it does is make us scared to go to sleep at night.

The film critic mentions A, B and D.

- b** 1 of life 2 as good 3 19th century; 20th century 4 play God 5 Modern monster 6 killing machine 7 people die 8 sleep at night

Unit check

- 1** 1 characters 2 graphics 3 strategy 4 getting 5 imagination 6 popularity 7 to play 8 playing 9 to get
- 2** 2 b 3 a 4 c 5 b 6 a 7 a 8 a 9 c
- 3** 2 difference 3 popularity 4 protection 5 creativity 6 punishment 7 enjoyment 8 preparation 9 reaction

8 Be honest!

- 1 a** 2 C 3 A 4 E 5 D 6 B
- b** 2 took 3 wouldn't be 4 asked 5 would say 6 gave 7 'd spend 8 told 9 'd want 10 kept 11 'd feel
- c** 2 Imagine you saw two men fighting in the street.
3 Suppose you forgot to revise for a really important test.
4 Say you found €500 in the cinema.
5 What if you borrowed your friend's stereo and broke it.
- d** *Example answers*
2 I'd call the police or try to stop them.
3 I'd try to do the test and explain to my teacher what happened.
4 I'd give it to the manager of the cinema.
5 I'd save up and buy him a new one.

- 2 a** 2 burglary 3 joyriding 4 pick-pocketing 5 arson 6 shoplifting

- b** 1 caught 2 into; crime 3 wrong; law

c Example answers

- 2 I think John should be sent to prison.
3 I think Helen should pay a big fine.

- d** 2 g 3 a 4 f 5 b 6 h 7 d 8 e

- 3 a** 2 could 3 had 4 didn't 5 wasn't 6 loved 8 knew

- b** 2 I wish they would listen to me.
3 If only I could have my own room.
4 I wish I could afford to buy a new one.
5 If only I could win the lottery.
6 I wish I always left them in the same place.
7 If only I was more self-confident.

- c** 2 I wish I could go fishing. 3 If only I had a dishwasher. 4 If only I had a car. 5 I wish I could play football. 6 If only I could speak Japanese. 7 I wish I could play the guitar. 8 If only I could go skiing. 9 I wish I were taller.

4 ▶ CD3 T26 TAPESCRIPT

- 1 I wish I was somewhere else.
2 If only he loved me.
3 I wish I didn't have so many problems.
4 If only I could go to the party.
5 I wish it was Saturday.
6 If only she understood.
- 5** 2 breeze 3 twist; turned into 4 scene; hang around
- 7 a** 1 D 2 A 3 C 4 B
- b** 1 A 2 D 3 B 4 C

Unit check

- 1** 1 down 2 imagine 3 could 4 would 5 away 6 can 7 caught 8 into 9 put
- 2** 2 a 3 a 4 b 5 c 6 a 7 c 8 a 9 a
- 3** 2 criminals 3 committing 4 shoplifting 5 joyriding 6 vandalism 7 arsonists 8 sending 9 community

9 The truth is out there!

- 1 a** 2 bought 3 don't feel like 4 didn't go 5 feel like 6 didn't buy
- b** 2 Although 3 even though 4 Although 5 in spite of

C Example answers

- 2 In spite of his very strong accent, we could understand.
- 3 Although I wasn't very hungry, I ate two pieces of cake.
- 4 The main course was delicious. However, the desert was a bit disappointing.
- 5 Despite not being very tall, he plays basketball really well.

2 ▶ **CD3 T27** TAPESCRIPT

- 1 Nobody knows except Joe.
- 2 Don't drive so slowly in the snow.
- 3 Even though she didn't go, I enjoyed the show.
- 4 Although she won't tell me, I already know.

- 3** **a** 2 over 3 up 4 away 5 over 6 up
7 on 8 back 9 out

- b** 1 come up with 2 think it over 3 make up my mind 4 sleep on it 5 talk it over
6 go away 7 come back 8 sort it out

- c** 2 cause 3 running 4 headache
5 a problem 6 halved 7 overcome
8 drawback

- 4** **a** 2 f 3 b 4 a 5 c 6 e

- b** 2 She can't be happy.
3 They might not speak English.
4 You must like olives.
5 They might know.
6 He can't live near here.

- c** 2 might 3 can't 4 might 5 can't 6 must

d Example answers

- 2 must be exhausted
- 3 can't be very good
- 4 must be very boring
- 5 must be famous
- 6 can't have many friends

- 5** **a** 2 c 3 a 4 b 5 d 6 a

- b** 2 a 3 e 4 b 5 f 6 c

- 6** 1 C 2 E 3 G 4 D 5 F 6 B

Unit check

- 1** 1 Although 2 result 3 Moreover 4 go away
5 coming back 6 came up 7 official 8 minds
9 ignored

- 2** 2 a 3 b 4 b 5 b 6 b 7 a 8 a 9 a

- 3** 1 deal 2 sort 3 think 4 came 5 causing
6 overcome 7 makes 8 halved

10 **Mysterious places**

- 1** **a** 2 lost 3 didn't phone 4 haven't got
5 angry 6 don't eat

- b** 1 could have been 2 might be 3 could have built 4 don't believe 5 can't have built 6 must weigh 7 must have been

- c** 2 can't have left 3 might/could have run 4 can't have finished 5 must have been 6 might/could have seen

d Example answers

- 2 have got that job offer she was hoping for.
- 3 have been really angry.
- 4 have practised their songs very much.
- 5 have been delayed at work.
- 6 have loved his wife very much.
- 7 have been very disappointed.
- 8 have been driving too fast.

2 **a** ▶ **CD3 T28** TAPESCRIPT/ANSWERS

- 1 They must have been disappointed.
- 2 She can't have left already.
- 3 I could have helped you.
- 4 She might have gone home.
- 5 We must have forgotten to tell him.
- 6 She couldn't have seen us.

- 3** **a** 2 is he 3 they're 4 are they 5 he's
6 is he 7 we're 8 are we

- b** 2 where they are 3 why they're laughing at him 4 why she's so angry 5 how old she is 6 where they're from

- c** 2 ? 3 ? 4 ? 5 . 6 . 7 ? 8 ?

- d** 2 do they live 3 does the film start 4 the film starts 5 did she speak to 6 she spoke to 7 is it to London 8 it is to London

- e** 2 Do I need a visa?
3 Do you know where they went?
4 Where did they go?
5 Do you know when they will be back?
6 When will they be back?

- 4** **a** 2 d 3 f 4 b 5 e 6 a

- b** 2 tied in with 3 called off 4 passed away
5 went out

- c** 2 ran 3 going 4 looked 5 down
6 get 7 turn 8 up 9 into

- d** 2 into 3 into 4 across 5 off 6 down
7 down 8 up

- 5** 2 moment 3 Just 4 right 5 Besides
6 business

- 6** 2 saw 3 was shivering 4 had been killed
5 screamed 6 was shaking 7 had saved
8 had gone 9 walking

Unit check

- 1 1 between 2 most 3 might 4 neither
5 must 6 message 7 we are 8 wonder
9 have
- 2 2 a 3 a 4 c 5 c 6 c 7 a 8 b 9 b
- 3 2 went out 3 ran into 4 broke down
5 called off 6 turned up 7 came across
8 turned (him) down 9 broke up

11 Love

- 1 a 2 I'll go to the cinema with you on Saturday.
3 I have to get up early in the morning to catch the train.
4 There's been an earthquake in China.
5 I'm sorry I couldn't get home earlier.
6 I'm going to France in the morning.
7 I have to leave before eight o'clock.
8 I can't type very fast.
- b 2 said Tony was 3 said he did not steal
4 explained he couldn't go 5 told us that she hadn't learned 6 he was going to marry Cathy 7 said he didn't want to 8 would give me
- 2 a 2 Jane asked if we would get to the concert on time.
3 Carol asked me to install/if I could install that game for her.
4 My little sister asked why she couldn't stay up longer.
5 The driver wanted to know where the hospital was.
6 He asked me if I'd been to Canada.
- b 1 don't think 2 Why's that 3 it was awful
4 was brilliant 5 doesn't mean 6 I'll go
- c 1 hadn't 2 didn't 3 wanted 4 had seen
5 thought it was 6 found 7 had only seen
8 had been 9 knew 10 didn't mean
11 was probably 12 would go
- 2 a 2 Donna 3 Jenny 4 Kevin 5 Robert
6 Jenny
- b 1 spots 2 wavy; double 3 ponytail; tattoo
4 bushy; cropped; moustache; wrinkle
- 4 2 c 3 d 4 b 5 a 6 a
- 5 a 2 wanted 3 said 4 would like 5 offered
6 suggested 7 said 8 weren't 9 told
10 might 11 asked 12 said 13 was
14 apologised 15 refused

- b 2 Pete begged me to lend him my DVD player.
3 Cathy apologised to her father for forgetting his birthday.
4 My mother agreed to make a pizza.
5 She explained that she was late because of the traffic.
6 She refused to do it.
7 Tom persuaded Alan to watch the match with him.
8 Lucy suggested playing tennis.

6 a ▶ CD3 T29 TAPESCRIPT

- 1 What's your favourite colour?
2 How are you enjoying the meal?
3 When will you be back?
4 Do you often watch TV?

b ▶ CD3 T30

- 1 He asked me what my favourite colour was.
2 We asked them how they were enjoying the meal.
3 He asked her when she'd be back.
4 He asked me if I often watched TV.

7 a Huw's an artist/painter.

- b 2 '... remembered her as a warm, loving and intelligent person ...'
3 '... he told his family that he had made a decision ...'
4 'Better to let the past stay in the past.'
5 '... for some reason, started looking through some of his early work.'
6 '... he used to think about getting on one of the ships and sailing away.'
7 'He spent the next few hours lost in his thoughts.'
8 '... slowly went to bed, his head still full of the past.'

8 1 a 2 b 3 c 4 b 5 a

Unit check

- 1 1 hair 2 ponytail 3 cropped 4 ambitious
5 bad-tempered 6 sensitive 7 determined
8 fit 9 tattoo
- 2 2 c 3 a 4 b 5 a 6 c 7 a 8 c 9 a
- 3 2 c 3 d 4 a 5 d 6 b 7 c 8 d 9 d

12 Regret

- 1 a 2 B 3 C 4 A

- b** 2 would; have said; had shown 3 would have saved; had gone 4 wouldn't have bought; hadn't given 5 had passed; would have driven 6 would have heard; hadn't shout 7 hadn't run after; wouldn't have fallen 8 would; have phone; hadn't been

- c** 2 G 3 F 4 D 5 A 6 E 7 B

Example answers

If Daniel hadn't gone to the concert, he wouldn't have been standing next to girl called Annie. If he hadn't been standing next to a girl called Annie, they wouldn't have had a chat. If Annie and Daniel hadn't had a chat, they wouldn't have gone out together. If Daniel and Annie hadn't gone out together, they wouldn't have fallen in love. If they hadn't fallen in love, they wouldn't have got married a year later.

- 2** 2 If only I hadn't broken the vase.
3 I wish I hadn't kicked the ball.
4 If only I hadn't played with the pen.
5 I wish I hadn't driven so fast.
6 If only I hadn't bought a sports car.

- 3** **a** 2 a 3 b 4 f 5 c 6 e

- b** 2 She should've taken a jumper with her.
3 He shouldn't have taken the risk.
4 They should've bought something earlier.
5 They should've called the police.
6 He should've worn better shoes.

- 4** **a** **b** ▶ CD3 T31 TAPESCRIP/ANSWERS

- 1 You shouldn't have done that.
2 I shouldn't have listened to her.
3 I gave it back to her, but I shouldn't have.
4 We should have bought it.
5 They didn't tell us, but they should have.
6 You should have written to me.

- 5** **a** 2 d 3 d 4 c 5 c 6 d 7 b 8 a 9 a

- b** 2 heated 3 irritated 4 black
5 indignant 6 outraged 7 foul 8 bitter

- 6** 2 by 3 person 4 missed 5 had 6 about
7 that 8 to 9 them

- 7** **a** Because they couldn't get the TV to work.

Unit check

- 1** 1 temper 2 regretting 3 hot-headed
4 difficult 5 keep 6 furious 7 mad
8 tantrum 9 work

- 2** 2 c 3 b 4 b 5 c 6 c 7 a 8 a 9 c

- 3** 2 cool 3 hot 4 temper 5 foul 6 upset
7 black 8 heated 9 tantrum

13 Hopes and fears

- 1** **a** 2 who is still very popular
3 whose name I've forgotten
4 where her family have a restaurant
5 which was why I couldn't go to school
6 which I have read five times
7 which is not far from San Francisco

- b** 1 who 2 which 3 whose 4 where
5 who 6 who 7 where

- c** 2 I love scuba diving in the Indian Ocean where you can still find a lot of attractive fish.
3 Next month Stephanie will move to London, where her partner has a flat.
4 Alex, whose sister studies with me, is getting married next year.
5 Gemma, who lives next door to me, has won the lottery.
6 My new computer, which I got for a very good price, is fantastic.

- 2** **a** 2 ✓
3 He's the actor that's afraid of clowns.
4 ✓
5 I have to deliver this newspaper to number 13, where that big dog lives.
6 Isn't she the actress who's afraid of butterflies?
7 My dad is allergic to cats, which are my favourite pets.
8 ✓

- b** ▶ CD3 T32 TAPESCRIP

- 1 Flying, [pause] which so many people are afraid of, [pause] is actually the safest way to travel.
2 She's the girl that I told you about.
3 He's the actor that's afraid of clowns.
4 Where's the huge spider that was in the bathroom earlier?
5 I have to deliver this newspaper to number 13 [pause] where that big dog lives.
6 Isn't she the actress who's afraid of butterflies?
7 My dad is allergic to cats [pause] which are my favourite animals.
8 That's the man whose dog bit my brother.

- 3** **a** 2 impolite 3 impatient 4 uncomfortable
5 irresponsible 6 unconcerned 7 illegal
8 unhealthy 9 impossible 10 afraid

- b** 2 insincere 3 unattractive 4 incomplete
5 irrational 6 improbable 7 immature
8 illiterate

- 4** **a** 2 the 3 a 4 the 5 Ø 6 the 7 the
8 Ø

- b** 3 ✓ 4 The one 5 ✓ 6 the customers
7 ✓ 8 ✓ 9 a fun

- 5** 2 sit through 3 sailed through
4 look through 5 go through

6 a ▶ **CD3 T33** **TAPESCRIPT**

What's your lucky number?

Triskaidekaphobia. That's the name given to the irrational fear of the number thirteen. Many cultures regard it as a 'special' number, though not everyone thinks it is unlucky. Many people believe that thirteen is either their lucky or unlucky number. German footballer Michael Ballack always wears the number thirteen shirt. The writer Stephen King, though, will not stop reading a book at any page whose numbers add up to thirteen. Some people love the number so much that they make Friday (sometimes considered an unlucky day) the thirteenth their wedding day, and try to do all of their most important things on the thirteenth of the month. The British Medical Journal reported, however, that sometimes fifty per cent more people going to hospital because of a traffic accident on a Friday the thirteenth compared to a Friday the sixth.

- 1 The irrational fear of the number thirteen.
2 The number thirteen shirt.
3 Stop reading.
4 50%.

- b** Christians U; Norse gods U; Chinese N; Sikhs L; Wiccans N

- c** 2 consequently 3 regarded as 4 related to
5 pointed out

7 ▶ **CD3 T34** **TAPESCRIPT**

Interviewer: Dr. Smith, as a psychologist, why would you say people love frightening stories?

Dr. Smith: Well, there are various answers. One is that frightening stories can be entertaining. We love telling stories, and if you have a story to tell that is somehow frightening then other people are usually very interested in it. Now, most of these stories have a happy ending. So the listener feels some of the fear that the story teller felt in the situation but in the end the listener is happy because the story ends positively. Often there is also comic relief – we can laugh about how the story ends.

Interviewer: Can frightening stories harm people?

Dr. Smith: I don't really think so, as long as the person who reads or listens to the story is a healthy adult person. When you and I watch a horror film, for example, we know it's a film, even when we watch the most horrible scenes. You

might be scared during some of the scenes, or even have a bad dream afterwards, but that's it. You know it was a story and you watched it for entertainment, nothing more.

Interviewer: How about young children? Could frightening stories have a negative effect on their development?

Dr. Smith: Well, many fairy tales are frightening. They are full of evil people, and witches and ghosts. But these fairy tales are important for children. They teach them that the world is about good and evil, and that the evil is part of our lives. A child who listens to such stories also learns how to deal with his own fears. Horror films are a different story. Some of them are certainly dangerous for very young children. We believe that ...

- 2 happy ending
3 can laugh about how the story ends
4 they know it's entertainment
5 they teach them about good and evil
6 learn how to deal with their own fears
7 dangerous for young children

Unit check

- 1** 1 across 2 who 3 which 4 where 5 ghosts
6 through 7 unconcerned 8 unafraid
- 2** 2 b 3 c 4 c 5 a 6 b 7 c 8 a 9 a
- 3** 2 illegal 3 inexpensive 4 informal 5 unhealthy
6 impolite 7 uncomfortable 8 unconcerned
9 unable

14 Happiness

- 1** 2 a 3 e 4 d 5 f 6 c
2 A 3 F 4 B 5 C 6 E
- 2** **a** 2 used to laugh 3 used to speak 4 Did, use to wear 5 used to play 6 didn't use to eat
- b** 2 getting 3 drinking 4 care 5 live
6 run 7 living 8 be; buying
- 3** **a** 2 d 3 c 4 a 5 c 6 a 7 c 8 c 9 d
- 4** **a** 2 bumped into 3 sorted, out 4 takes after
5 put up with 6 make, up 7 break down
8 call, up
- b** 2 He ran away from her.
3 We get on well with each other.
4 We look forward to our holidays.
5 We can put up with him for a night.

5 a ▶ CD3 T35 TAPESCRIP/ANSWERS

- 1a I think we can work it out.
1b He didn't say a word and ran out of the house.
2a Pick your coat up.
2b She picked up her pen.
3a I've given up sweets.
3b I've given them up.
4a The plane took off.
4b He took off his shoes.

- 6** 2 way 3 awful 4 out of place 5 at home
6 feel 7 free 8 the weather

- 7 a** 2 across 3 life 4 All 5 been 6 to talk
7 that 8 alone

- b** 1 Jacky 2 Italy 3 27 4 In the street

- 8 a** 2 here 3 in 4 that's 5 other 6 again

- 9 a** 1 f 2 a 3 e 4 c 5 b

Unit check

- 1** 1 used to 2 strange 3 sorry 4 puts up with
5 look up to 6 takes after 7 told 8 felt
9 feel

- 2** 2 b 3 c 4 b 5 b 6 a 7 b 8 c 9 a

- 3** 2 under 3 for 4 thing 5 need 6 place
7 up 8 free 9 stupid

1 Present simple or present continuous?

Complete the sentences. Use the correct form of the verbs in the box.

~~do~~ believe play want study live

- 0 A: What do you do ?
B: I'm a teacher.
- 1 I to revise the present tense again! It's so boring!
- 2 Jack French at university this year.
- 3 you in ghosts?
- 4 My parents in Italy at the moment.
- 5 We football twice a week.

5

2 Past simple or past continuous with *while* or *when*

Complete the sentences with the correct form of the verbs.

- 0 While I was watching (watch) TV, the telephone rang (ring).
- 1 When the teacher (come) into the room, everyone (talk) about their holidays.
- 2 Craig (finish) his homework while his mother (cook) supper.
- 3 We (listen) to the news, when our parents (tell) us to get ready.
- 4 Susan (find) some beautiful flowers while she (walk) through the park.
- 5 While Philip (wash) his car, it (start) to rain.

5

Name

Class Date

3 Get

Get can mean *arrive* (A), *receive* (R) or *become* (B). Write A, R or B next to each sentence to show the meaning.

- 0 I got wet on my way to school this morning. B
- 1 How many presents did you get for your birthday?
- 2 Our teacher got really angry with us because we all forgot our books.
- 3 What time do you usually get home after school?
- 4 Call me when you get to the airport.
- 5 My grandfather's got so much older recently.

5

4 Antonyms

Write the opposites of these adjectives.

- 0 successful unsuccessful
- 1 slim
- 2 boring
- 3 shallow
- 4 high
- 5 slow
- 6 noisy
- 7 tidy
- 8 difficult
- 9 old
- 10 near

10

5 Will/won't for prediction

Complete the sentences. Use *will* or *won't* and the verbs in the box.

~~win~~ happen pass
rain become hurt

- 0 I think England will win the World Cup next time!
- 1 I don't think it later. Look, the sky is bright blue.
- 2 (Dentist to patient:) Open your mouth wide. I promise this
- 3 Do you think you all your exams next year?
- 4 I'm sure our city more polluted in the future.
- 5 What do you think to the rainforests?

5

6 Might / might not and will/won't for prediction

Circle the correct words.

- 0 I might not / *might* come to the party this evening because I'm feeling really tired.
- 1 Don't forget your keys, as we *might* / *might not* be out when you come back.
- 2 I'm sure Manchester United *might* / *will* win the Premiership.
- 3 I *might* / *will* go to the cinema this weekend, I'm not sure.
- 4 I'm sure it *might not* / *won't* be a problem.
- 5 Our teacher *won't* / *might not* forget that we have a test tomorrow!

5

7 Unless in first conditional sentences

Match the two parts of the sentences.

- | | |
|-----------------------------|---|
| 0 If I see John, | a if you don't tell him the truth. |
| 1 Unless you call me, | b unless it rains. |
| 2 Jim will be angry | c I'll tell him you're waiting for him. |
| 3 Paolo won't invite Gianni | d we'll do the shopping. |
| 4 If we have time, | e I won't help you. |
| 5 We'll go to the match | f unless Maria asks him to. |

5

8 The environment

Put the letters in order to make words connected with the environment.

- 0 hibubrs rubbish
- 1 clernigyc
- 2 notilpolu
- 3 trelit
- 4 srafrinstoe
- 5 blagol minwarg

5

9 Question tags

Write the question tags.

- 0 You're French, aren't you ?
- 1 Steven can play the piano, ... ?
- 2 Mr and Mrs Brown went to America last year, ... ?
- 3 You haven't got a French dictionary, ... ?
- 4 Jill will be at the party, ... ?
- 5 Bob and Susan live in Manchester, ... ?

5

10 Present perfect simple

Complete the sentences with *just*, *yet*, *already*, *for* or *since*.

- 0 We've lived here since 1994.
- 1 Don't touch the windows! I've just cleaned them!
- 2 John and Sally have known each other for five years.
- 3 I haven't done my homework yet.
- 4 Have you ever seen the new Brad Pitt film?
- 5 Mark has been in love with his wife since the first time he saw her.

5

11 British vs. American English

Write the missing words.

- | British | American |
|--------------------|---------------|
| 0 <u>lift</u> | elevator |
| 1 rubbish | <u>trash</u> |
| 2 <u>sidewalk</u> | sidewalk |
| 3 underground | <u>subway</u> |
| 4 <u>trousers</u> | pants |
| 5 <u>apartment</u> | apartment |

5

12 Present simple passive

Rewrite the sentences. Use the present simple passive.

- 0 They cut down millions of trees every year.
Millions of trees are cut down every year.
- 1 They grow coffee in Kenya.
Coffee is grown in Kenya.
- 2 People watch football all over the world.
Football is watched all over the world.
- 3 People send emails for many reasons.
Emails are sent for many reasons.
- 4 Children eat lots of junk food every day.
Junk food is eaten by children every day.
- 5 Women do the housework in many families.
Housework is done by women in many families.

5

13 Let / be allowed to

Complete the sentences. Use the correct form of *let* or *be allowed to*.

- 0 My parents let me watch TV after school.
- 1 I am allowed to go out with my friends when I've done my homework.
- 2 Our teachers make us talk in class. They're very strict.
- 3 Jim always lets me borrow his car at the weekends.
- 4 We are not allowed to smoke at school.
- 5 Please let your brother use my MP3 player.

5

14 Verb and noun pairs

Fill in the spaces with *have* or *make*.

- 0 have fun
- 1 have fun of someone
- 2 make a mistake
- 3 have a drink
- 4 make funny faces
- 5 have a good time

5

15 Verbs + -ing / verbs + infinitive

Complete the sentences. Use the correct form of the verbs in the box.

~~get up~~ give be help do go

- 0 I can't stand getting up early.
- 1 My mother doesn't mind my washing for me.
- 2 Please promise me later.
- 3 I hope to university when I finish school.
- 4 I couldn't imagine a Hollywood star.
- 5 Our teacher refused us more time for our homework.

5

16 Film

Complete the sentences. The first letter of each word will help you.

- 0 *The Lord of the Rings* had fantastic special effects.
- 1 I loved the music in *Cold Mountain* so I downloaded the s.....
- 2 Alfred Hitchcock was a famous Hollywood d..... One of his most famous films was *The Birds*.
- 3 Do you enjoy s..... f..... films like *The Matrix*?
- 4 What a ridiculous s..... The plot was totally unbelievable!
- 5 My father loves watching the old black and white w..... He always wanted to be a cowboy!

5

17 Past simple passive

Put the words in order to make sentences.

- 0 in / were / our / new / last / Five / built / village / houses / year
Five new houses were built in our village last year.
- 1 killed / ten / the / Over / people / in / were / thousand / earthquake
.....
- 2 calls / Hundreds / received / programme / the / were / of / after / telephone
.....
- 3 was / a / My / last / given / new / mother / week / job
.....
- 4 news / given / bad / I / yesterday / some / was
.....
- 5 because / flight / bad / cancelled / Our / was / weather / of / the
.....

5

18 a, an or the

Complete the sentences with *a*, *an* or *the*.

- 0 What were you doing in the garden?
- 1 Have you got umbrella?
- 2 Where's key to the front door?
- 3 I'm really hungry. I'd like sandwich.
- 4 I've got two pairs of shoes, red and blue.
..... red ones are very comfortable but
..... blue ones aren't.
- 5 Does anyone know answer? 5

19 Disasters

Put the letters in order to write the different disasters.

- 0 fodol flood
- 1 katuqehare
- 2 nalavhace
- 3 mantusi
- 4 realnuc mobb
- 5 cloovan 5

20 Too many/much and not enough

Complete the sentences with *too many*, *too much* or *not enough*.

- 0 Unfortunately there isn't enough ice cream for everyone.
- 1 I've got clothes. I can't get them all into my wardrobe!
- 2 There's traffic on the roads nowadays.
- 3 I'm sorry I haven't got money to go to the cinema today.
- 4 I can't come with you because I've got homework.
- 5 You always buy your girlfriend presents for her birthday! 5

21 Will vs. be going to

Circle the correct words.

- 0 A: I don't understand this exercise.
B: Don't worry, I'm going to help / I'll help you.
- 1 I'm so excited. We're going to buy / We'll buy a new car this weekend.
- 2 What are you going to do / will you do during the summer holidays?
- 3 I promise I'm going to come / I'll come with you on Saturday.
- 4 Do you think you're going to get married / you'll get married when you're older?
- 5 Wow! Look at that! John is going to win / will win the race easily. 5

22 Homes

Complete the sentences. The first letter of each word will help you.

- 0 We live in a detached house, so we don't have any neighbours.
- 1 My grandparents live in a b..... because they're too old to go up and down stairs.
- 2 We live on the tenth floor of a large b..... of f.....
- 3 All the houses on our h..... e..... are exactly the same.
- 4 We often take our c..... with us when we go on holiday. We can all sleep in it quite comfortably.
- 5 My aunt lives in a typical English country c..... with a beautiful garden. 5

23 Determiners (*everyone / no one, etc.*)

Complete the sentences with the words in the box.

~~everywhere~~ everything no one
somewhere nothing everyone

- 0 I've looked everywhere for my glasses but I can't find them.
- 1 I'd like to go quiet for my summer holiday.
- 2 Could you ask you know to come to my party? I want it to be the biggest party ever!
- 3 I've told you I know.
- 4 What's the matter? I'm sure there's really wrong with you.
- 5 Ssh, ... knows I'm here so don't say anything.

☐ 5

24 Must/mustn't vs. don't have to

Circle the correct words.

- 0 I must / mustn't / don't have to study for tomorrow's test if I want to do well.
- 1 Simon *must* / mustn't / doesn't have to wear a school uniform.
- 2 We *must* / mustn't / don't have to forget our grandmother's birthday.
- 3 You *must* / mustn't / don't have to try harder. Your results aren't good enough.
- 4 You *must* / mustn't / don't have to help me if you don't want to.
- 5 You *must* / mustn't / don't have to talk during your exam.

☐ 5

25 Remembering and forgetting

Circle the correct words.

- 0 Please remind / remember me to buy some milk.
- 1 I have a terrible *memorable* / memory.
- 2 Are you good at *remembering* / forgetting names?
- 3 Our teacher wants us to *remind* / memorise 20 new words for tomorrow.
- 4 I can't *remember* / forget our new telephone number.
- 5 Our last holiday was truly *memorable* / memory. We had such a good time.

☐ 5

26 Present perfect continuous

Write complete sentences. Use the present perfect continuous.

- 0 We / learn / English / two years.
We have been learning English for two years.
- 1 My parents / live / here / six months.
.....
- 2 What / you / do / in History / this week?
.....
- 3 I / not eat / healthily / recently.
.....
- 4 How long / you / play football?
.....
- 5 Why / you sleep / so much?
.....

☐ 5

27 Present perfect simple and continuous

Circle the correct words.

- 0 Oh no! Someone has stolen / *has been stealing* my car.
- 1 I've written / I've been writing emails all morning.
- 2 How long *have you known* / *have you been knowing* Sally?
- 3 We've driven / We've been driving 300 kilometres today.
- 4 What *have you done* / *have you been doing*? You look awful!
- 5 I've spent / I've been spending all my pocket money – and it's only Tuesday!

5

28 Music

Put the letters in order to write the names of musical instruments.

- 0 smurd drums
- 1 haxenoops
- 2 broskyade
- 3 seerthysins
- 4 traincel
- 5 ulfet

5

29 Defining relative clauses

Circle the correct words.

- 0 I have a neighbour *which* / who is very noisy.
- 1 My sister is a girl *who* / *which* hates to be wrong.
- 2 I like places *where* / *that* the sun always shines.
- 3 Mark has a dog *who* / *which* barks at everyone.
- 4 We live in a house *where* / *that* has a huge garden.
- 5 Do you know the woman *which* / *that* lives at the end of our street?

5

30 Medicine

Complete the sentences with the words in the box. You won't need to use all of them.

~~tablet~~ temperature hospital
doctor dentist cold sore throat
stomach ache ambulance patient

- 0 If you've got a headache, why don't you take a tablet ?
- 1 I've got a terrible It's very hard to speak.
- 2 If you have toothache, you should go to the
- 3 It's an emergency – help! Please call an
- 4 I'm really hot. I think I've got a
- 5 John is such a bad He never stays in bed when he's ill.

5

31 Used to + verb

Complete the sentences. Use the correct form of *used to* and a verb from the box.

~~eat~~ watch spend be like play

- 0 Tom used to eat a lot of cheese but now he doesn't.
- 1 you tennis as a child?
- 2 We a month in Spain every year.
- 3 Jane very skinny but now she weighs over 90 kilograms.
- 4 I never TV but now I'm addicted to soap operas.
- 5 When you were small, ... you vegetables?

5

32 Second conditional

Complete the sentences with the correct forms of the verbs.

- What would you do (you / do) if you won (win) £1 million?
- I (help) you if you (ask) me.
- If I (be) you, I (study) harder.
- I (not invite) you for dinner unless I (have) enough money to pay for you.
- Mark (ask) Julia to the party if he (think) she liked him.
- If we (speak) fluent English, we (not have to) study it at school. 5

33 Information technology and computers

Complete the sentences with the words in the box. You won't need to use all of them.

~~chat rooms~~ log on provider keyboard
publish downloads offline save
search engine crashed

- Many people go to chat rooms to talk to their friends.
- If you want to find information on the internet, you can use a to help you.
- Oh no, my computer has again! That's the third time today.
- You should always your work regularly when you work on your computer.
- Why don't you type your emails and then send them all together?
- My brother so much music by his favourite band every day! 5

34 Past perfect

Complete the sentences. Use the past simple or past perfect form of the verbs.

- When I went (go) out I realised that I had forgotten (forget) my keys.
- I (not enjoy) the film because I (see) it before.
- When I (get) to the station, the train (already leave).
- I (not eat) at the new Mexican restaurant before you (recommend) it.
- My parents (already go) to bed when we (get) home.
- I (find) my umbrella after I (buy) another one. 5

35 Noun suffixes: -r, -er, -ist and -or

Add the correct suffixes.

- science scientist
- archaeology
- own
- decorate
- tour
- photograph
- farm
- journal
- reception
- art
- football

10

36 Reported statements

Put the direct speech into reported speech.

- 0 'I'm very tired,' he said.
He said he was very tired.
- 1 'I'll be late for school because I'm going to the dentist,' said Ben.
Ben said
- 2 'I can't remember the answer,' said David.
David said
- 3 'Don't call me,' Paul told Nancy.
Paul told
- 4 'I left my keys at home,' said Sarah.
Sarah said
- 5 'I've never been to Italy,' said Claudia.
Claudia said

	5
--	---

37 Noun suffixes: *-ation* and *-ment*

Add the correct suffixes.

- 0 inform information
- 1 improve
- 2 equip
- 3 calculate
- 4 manage
- 5 educate

	5
--	---

38 Reported questions (1)

Write the direct questions in reported speech.

- 0 'Are you tired?' asked Jack.
Jack asked me if I was tired.
- 1 'Do you often go to the cinema?' asked Jack.
Jack asked me
- 2 'Did you see Jill at the weekend?' asked Jack.
Jack asked me
- 3 'Can you play volleyball?' asked Jack.
Jack asked me
- 4 'Are you going to take your driving test soon?' asked Jack.
Jack asked me
- 5 'Will you join me for an ice cream?' asked Jack.
Jack asked me

	5
--	---

39 Reported questions (2)

Write the direct questions in reported speech.

- 0 'Where are you going?' asked Peter.
Peter asked me where I was going.
- 1 'What did you do for Christmas?' asked Peter.
Peter asked me
- 2 'When can you help me?' asked Peter.
Peter asked me
- 3 'Where did you buy your new trousers?' asked Peter.
Peter asked me
- 4 'How is your brother?' asked Peter.
Peter asked me
- 5 'What do you usually eat for lunch?' asked Peter.
Peter asked me

5

40 Third conditional

Rewrite the sentences. Use the third conditional.

- 0 I woke up late so I missed the bus.
If I hadn't woken up late, I wouldn't have missed the bus.
- 1 I forgot my homework so my teacher was angry.
.....
- 2 David ate a lot of cake so he had a stomach ache.
.....
- 3 I didn't study hard so I didn't pass my exams.
.....
- 4 I didn't buy my mother a birthday present so she was upset.
.....
- 5 We spent all our money on chocolate so we didn't have money for the bus.
.....

5

Entry test key

1 1 don't want 2 is studying 3 Do ... believe
4 are living 5 play

2 1 came / was talking 2 finished / was
cooking 3 were listening / told 4 found /
was walking 5 was washing / started

3 1 R 2 B 3 A 4 A 5 B

4 1 fat 2 interesting 3 deep 4 low
5 fast 6 quiet 7 messy/untidy
8 easy 9 new/young 10 far

5 1 will rain 2 won't hurt 3 will pass
4 will become 5 will happen

6 1 might 2 will 3 might 4 won't 5 won't

7 1 e 2 a 3 f 4 d 5 b

8 1 recycling 2 pollution 3 litter
4 rainforests 5 global warming

9 1 can't he 2 didn't they 3 have you
4 won't she 5 don't they

10 1 just 2 for 3 yet 4 already 5 since

11 1 garbage 2 pavement 3 subway
4 trousers 5 flat

12 1 Coffee is grown in Kenya.
2 Football is watched all over the world.
3 Emails are sent for many reasons.
4 Lots of junk food is eaten by children
every day.
5 The housework is done by women in
most families.

13 1 'm allowed to 2 don't let 3 lets
4 're not allowed to 5 let / don't let

14 1 make 2 make 3 have 4 make 5 have

15 1 doing 2 to help 3 to go 4 being
5 to give

16 1 soundtrack 2 director 3 science fiction
4 storyline 5 westerns

17 1 Over ten thousand people were killed in
the earthquake.
2 Hundreds of telephone calls were received
after the programme.
3 My mother was given a new job last week.
4 I was given some bad news yesterday.
5 Our flight was cancelled because of the bad
weather.

18 1 an 2 the 3 a 4 The ... the 5 the

19 1 earthquake 2 avalanche 3 tsunami
4 nuclear bomb 5 volcano

20 1 too many 2 too much 3 enough
4 too much 5 too many

21 1 We're going to buy 2 are you going to do
3 I'll come 4 you'll get married
5 is going to win

22 1 bungalow 2 block of flats 3 housing
estate 4 caravan 5 cottage

23 1 somewhere 2 everyone 3 everything
4 nothing 5 no one

24 1 doesn't have to 2 mustn't
3 must 4 don't have to 5 mustn't

25 1 memory 2 remembering 3 memorise
4 remember 5 memorable

26 1 My parents have been living here for six
months.
2 What have you been doing in History this
week?
3 I haven't been eating healthily recently.
4 How long have you been playing football?
5 Why have you been sleeping so much?

27 1 I've been writing 2 have you known
3 We've driven 4 have you been doing
5 I've spent

28 1 saxophone 2 keyboards 3 synthesiser
4 clarinet 5 flute

29 1 who 2 where 3 which 4 that 5 that

30 1 sore throat 2 dentist 3 ambulance
4 temperature 5 patient

31 1 Did you use to play 2 used to spend
3 used to be 4 used to watch
5 did ... use to like

32 1 'd help / asked 2 were / 'd study
3 wouldn't invite / had 4 would ask /
thought 5 spoke / wouldn't have to

33 1 search engine 2 crashed 3 save
4 offline 5 downloads

34 1 didn't enjoy / 'd seen
2 got / had already left
3 hadn't eaten / recommended
4 had already gone / got
5 found / 'd bought

35 1 archaeologist 2 owner 3 decorator
4 tourist 5 photographer 6 farmer
7 journalist 8 receptionist 9 artist
10 footballer

36 1 Ben said he'd be late for school because he
was going to the dentist.
2 David said he couldn't remember the answer.
3 Paul told Nancy not to call him.
4 Sarah said she'd left her keys at home.
5 Claudia said she'd never been to Italy.

37 1 improvement 2 equipment 3 calculation
4 management 5 education

38 1 if I often went to the cinema.
2 if I'd seen Jill at the weekend.
3 if I could play volleyball.
4 if I was going to take my driving test soon.
5 if I would join him for an ice cream.

39 1 what I'd done for Christmas.
2 when I could help him.
3 where I'd bought my new trousers.
4 how my brother was.
5 what I usually ate for lunch.

40 1 If I hadn't forgotten my homework, my
teacher wouldn't have been angry.
2 If David hadn't eaten a lot of cake, he
wouldn't have had a stomach ache.
3 If I'd studied hard, I would have passed my
exams.
4 If I'd bought my mother a birthday present,
she wouldn't have been upset.
5 If we hadn't spent all our money on
chocolate, we would've had money for the
bus.

Teaching notes for communication activities and grammar practice

Unit 1

Communication activity

Areas practised

Present perfect and past simple: questions and answers

- Divide the class into pairs. Copy one questionnaire for every student. Tell students to follow the instructions at the top of the questionnaire. Check any unknown vocabulary in the questionnaire. Elicit examples of follow-up questions they could ask for question 1 (*Who did you meet? When did you meet him/her?*), and check students understand that they must use the past simple. Ask a stronger pair to demonstrate.
- Monitor and check that students are asking and answering the questions using the correct constructions, and that they are making notes of the answers to the follow-up questions.
- When all the questionnaires have been completed, students report back to the class the more interesting answers.

Grammar practice key

1

- 2 saw
- 3 said
- 4 have often disagreed
- 5 didn't like
- 6 thought
- 7 was
- 8 preferred
- 9 've never read
- 10 haven't decided

2

- 2 When did you move here?
- 3 Have we met before?
- 4 Where did we meet?
- 5 When did he learn to read?
- 6 How long has he been at this school?
- 7 Have you ever driven a Ferrari?
- 8 Where have you been?
- 9 When did you join it?

3

- 2 've just finished work.
- 3 a year ago.

4 told him to go away.

5 say sorry.

6 told a lie.

4

2 've told 3 tell 4 says 5 Tell 6 say
7 tell 8 say 9 say

Unit 2

Communication activity

Areas practised

Past simple, past continuous, and past perfect sentences with time expressions

- Divide the class into groups of three or four. Copy and cut up one set of cards for every group (use only 15 cards for a group of three), and divide the cards among the groups.
- The first student lays a card on the table. The second student then lays one of his / her cards next to it. He / she must make a sentence combining the picture and time expression on the first card, with the picture on the card they lay down themselves. Students can use their imagination when making sentences. The sentences do not have to be 'sensible', as long as they are grammatically correct, e.g. *As soon as the phone rang I cried.* If they make a mistake they have to take their card back, otherwise if their sentence is correct, they leave their card on the table. The third student in the group then does the same. They place their card face up on top of either of the two cards on the table, then make a sentence with the pictures on the two cards they can see, and one of the time expressions.
- Ask a stronger pair to demonstrate.
A: *As soon as we had eaten dinner, we went for a walk in the park.*
B: *When we were walking in the park, we saw a man dive into the river.*
- Monitor and check that students are forming the sentences correctly.
- The first student to get rid of all their cards is the winner.

Possible answers

A baby was crying when we were walking in the park.

We played tennis then I went to sleep.

I broke my leg while I was playing tennis.
While we were watching TV someone knocked on the door.

While I was talking the dog for a walk, my phone rang.

We walked in the park then went for a swim.

When the team scored a goal I started cheering.

Grammar practice key

- 1
 - 2 was having ... told
 - 3 were singing ... were playing
 - 4 opened ... jumped
 - 5 was riding ... realised ... didn't have
 - 6 were you dreaming ... woke
- 2
 - 2 When I had done my homework, I went out.
 - 3 When she had found a parking space, she went to the supermarket.
 - 4 When I had opened all my birthday presents, my parents came downstairs.
 - 5 Our team had scored five goals when the referee blew the half-time whistle.
 - 6 When he had put the children to bed, he sat down and turned on the television.
- 3
 - 2 as soon as we
 - 3 while she was watching
 - 4 was sleeping when
 - 5 then he went
 - 6 he had taken the photograph
- 4
 - 2 (X) She realised that she had already seen the film.
 - 3 (X) I loved that old TV show.
 - 4 (X) Daniel always sticks up for his friends.
 - 5 (X) Sam and Tim weren't speaking because they had fallen out.
 - 6 (✓)

Unit 3

Communication activity

Areas practised

Should, ought to and had better for giving advice

- Divide the class into groups of two or three. Copy and cut up one set of problems for every group. Give one problem to each student in the group.
- Tell students to read their problems, and check any unknown vocabulary. In turn, they should read their problem to the other students in

their group, then listen to their classmates' advice. Demonstrate with a stronger student the kind of advice and structure needed, e.g. *You should talk to your brother. You should tell a teacher.*

- Students make notes of the advice given and report back to the class, e.g. *Rafael told me I should talk to my brother.*
- As an extension activity, stronger students could be asked to write their own problems and elicit advice from other group members. They then write up the problems and solutions as a writing activity.

Grammar practice key

- 1
 - 2 's been playing
 - 3 haven't been studying
 - 4 Have you washed
 - 5 hasn't finished
 - 6 have we been waiting
 - 7 hasn't been sleeping
 - 8 has stolen
 - 9 's got
- 2
 - 2 How long have you been learning to drive?
 - 3 Have you tried the new restaurant in town?
 - 4 Where's Tim been staying?
 - 5 How long have you been able to play the guitar?
 - 6 Have they been married for long?
- 3
 - 2 'd better not
 - 3 've been travelling since
 - 4 ought to ✓
 - 5 should eat
 - 6 have you known ✓
- 4
 - 2 (X) You had better phone for an ambulance.
 - 3 (X) John ought to watch less television.
 - 4 (X) He's been arguing with his brother all day.
 - 5 (✓)
 - 6 (X) You should get a part-time job.
 - 7 (X) How long have you had blonde hair?
 - 8 (✓)

Unit 4

Communication activity

Areas practised

Time conjunctions

- Divide the class into groups of three or four. Copy one set of sentence cards and three sets of conjunction cards for every group. Put the cards face down in the middle of the table.
- The first student turns over the top sentence card and the top conjunction card and tries to finish the sentence using the conjunction shown. If the group agrees that the sentence is correct and sensible, the student keeps the cards. If the student fails to make a correct or sensible sentence, the turn passes to the next student. (Note that it is not possible to make sensible sentences with some of the combinations of sentences and conjunctions, e.g. *Let's not worry about this ... / as soon as ...*) This student has the choice of using the same two cards as the previous student to make a sentence, or to turn over one of the conjunction cards and try again.
- The object of the game is to collect as many cards as possible.
- Some possible answers are: *I'll stay with you until your parents get home. I won't help you unless you come to the cinema with me. Don't argue with me when I'm telling you off.*

Grammar practice key

1 2 a 3 c 4 a 5 c 6 a 7 b

- 2
- 2 You won't lose any weight unless you eat less chocolate.
 - 3 Unless you come and eat your dinner, I'll eat it all.
 - 4 I never take this road home unless the traffic is really bad.
 - 5 You can't park here unless you work here.
 - 6 He never goes to bed before one in the morning, unless he's really tired.

- 3
- 2 isn't likely that
 - 3 stood up as soon as
 - 4 unless you want
 - 5 my exercises until
 - 6 might not be

- 4
- 2 (X) John will probably help you.
 - 3 (✓)

- 4 (X) You'll break that if you aren't careful.
- 5 (✓)
- 6 (X) How long does it take you to get ready for school?
- 7 (X) Unless you ask / If you don't ask, you won't know the answer.

Unit 5

Communication activity

Areas practised

Modal verbs of obligation, prohibition, and permission

- Divide the class into groups of three or four. Copy one set of picture cards for each group, and one set of word cards for every student. Tell them to place the picture cards face down in the middle of the table. The first student turns over the top picture card, then chooses a word card from their hand and makes a sentence about the situation.
- If the group agrees that the sentence is correct and sensible, the student puts their word card down on the table and the turn passes to the next student, who tries to make a sentence with a different word card from his/ her own hand. If the student fails to make a correct or sensible sentence, he keeps the word card and the turn also passes to the next student.
- When each student has tried to make a sentence with the picture card, it is put at the bottom of the pile and the next picture card is turned up.
- Monitor and check that students are forming the sentences correctly.
- The first student to get rid of all their word cards is the winner.
- Possible sentences are: *You mustn't make any noise in the library. You must listen in class. You must wear suntan lotion in the sun. You can feed the ducks. You are allowed to sit on the grass. You aren't allowed to get out of bed. You must take your medicine. The teacher makes us work hard. They won't let you go into the swimming pool without a hat.*

Grammar practice key

- 1
- 2 make ... eat
 - 3 let ... use
 - 4 make ... go

5 allowed to play

6 Let ... explain

2

3 ✓ 4 very 5 ✓ 6 ✓ 7 to 8 are
9 ✓ 10 to 11 ✓ 12 being

3

2 don't have to book

3 are allowed to use

4 let you kiss

5 mustn't forget

6 I had to

4

2 (X) Jeremy had to go to hospital last week.

3 (✓)

4 (X) That was a (very) bad / an absolutely awful film.

5 (X) Sorry, you can't go in there yet.

6 (X) Danny will have to / must find somewhere to live soon.

7 (✓)

8 (X) What an amazing goal!

Unit 6

Communication activity

Areas practised

Present perfect passive

- Divide the class into student A and B pairs. Copy one sheet per pair. Give the top half to student A and the bottom half to student B. They must not show each other their pictures. Explain that Student A has pictures of places as they were ten years ago. Student B has pictures of the same places today.

- Tell the students to ask each other questions about their pictures to find out what has changed in the past five years. Ask a stronger pair to demonstrate.

A: *Is there a swimming pool in the park?*

B: *No, there isn't. There's a pond.*

A: *So, the pond has been changed into a swimming pool.*

- The pairs note down all the changes on a piece of paper, and report them back to the class. You might want to pre-teach some vocabulary (*replace, take away, clear away, remove, knock down*) to help them. Encourage students to use present perfect passive.
- Monitor and check that all the changes have been noted.

Possible answers

The cinema has been changed into a car park. The park has been changed into a hotel. The church has been changed into a cafe. The cafe has been changed into a book shop. The record store has been sold. The pond has been changed into a swimming pool. The fence has been replaced. A new fence has been put up. The rubbish has been taken away / removed / cleared away.

Grammar practice key

1

- 2 was murdered
- 3 are produced
- 4 was published
- 5 was announced
- 6 is watched
- 7 was installed
- 8 was followed
- 9 is situated

2

- 2 When was Martin Luther King murdered?
- 3 Where are Toyota cars produced?
- 4 When was this novel published?
- 5 What was announced on the radio?
- 6 What is watched by people all over the world?
- 7 Who was this computer installed by?
- 8 Who was followed home last night?
- 9 Where is the library situated?

3

- 2 I'm going to have that tree removed because it makes the garden so dark.
- 3 We had a new phone installed in our bedroom yesterday.
- 4 That man is having a tiger tattooed on his arm. That must hurt!
- 5 She's going to have her ears pierced tomorrow.
- 6 Tim has had his head shaved, and now he looks a bit frightening.
- 7 Every Friday we have a pizza delivered to our house.
- 8 She had her novel published at her own expense.

4

- 2 will be driven
- 3 won't be disappointed
- 4 will be told
- 5 won't be opened
- 6 will be finished
- 7 will be announced
- 8 won't be reduced

Unit 7

Communication activity

Areas practised

Verbs with gerund or infinitive

- Divide the class into pairs (for stronger classes) or groups of four. Each pair or group then splits into two teams: 'noughts' and 'crosses'. Copy one grid and two sets of word cards for each pair or group. Cut up the word cards and tell the 'noughts' to mark all their word cards with a zero, and the crosses to mark their words with a cross.
- Place the two packs of word cards face down in the middle of the table. Explain that the object of the game is to create a row of four noughts or crosses with the cards being placed horizontally, vertically, or diagonally on the grid. Opponents can block a line in the same way as in a game of noughts and crosses.
- The first student/ pair picks a word card from the pack and places it on any square in the grid. They then make a sentence using that verb with either the gerund or infinitive, e.g. *My friend suggested meeting at the cinema*. If the sentence is correct, the card stays where it is. If it is wrong, the turn passes to the other student/pair, and they try to do the same.
- The turns pass back and forth between the students/pairs until one has succeeded in making a line of four cards with either noughts or crosses.

Grammar practice key

1 2 putting 3 playing 4 to speak 5 to sell
6 having to 7 to help 8 to take 9 using

2 2 He prefers having / to have showers to baths.
3 I would love to come with you.
4 We don't mind waiting.
5 They decided to stay in the hotel.
6 Please remember to lock the doors.
7 I feel like dancing.

3 3 a 4 ✓ 5 of 6 ✓ 7 like 8 be 9 ✓
10 so 11 3 12 it

4

- ask someone to help
- would you mind moving
- decided not to go
- looks up to
- to buy

Unit 8

Communication activity

Areas practised

I wish / if only for present situations

- Divide the class into groups of three or four. Copy and cut up one sheet for each group, and place the pack of cards face down in the middle of the table.
- Tell the students to take turns overturning the cards and expressing a wish prompted by the situation on the card, e.g. *I wish those shoes weren't so expensive*. If the wish is considered by the rest of the group to be grammatically correct and sensible, the student keeps that card. The turn then passes on to the next student in the group.
- The game ends when all the cards have been collected. The winner is the student with the most cards.

Grammar practice key

1

2 c 3 a 4 a 5 c 6 b 7 a

2

2 f 3 b 4 g 5 d 6 a 7 c

3

3 ✓ 4 to 5 ✓ 6 been 7 will 8 ✓
9 of 10 ✓ 11 do 12 the

4

- I knew, I would —
- I wish I was/were
- What if you get caught ✓
- gets me down
- only the weather wasn't

Unit 9

Communication activity

Areas practised

Modal verbs for deduction in the present: *must be, might be, could be* or *can't be*

- Divide the class into groups of three or four. Copy and cut up one sheet for each group, and tell students to distribute the cards evenly between themselves.

- Tell the students they have to try to guess the objects depicted on the cards using modal verbs of deduction, e.g. *It could be a suitcase. / It must be a laptop.*
- If the other students in the group agree that the sentence is correct and sensible, the card stays on the table. The winner is the first student to get rid of all their cards.
- Monitor and check that students are forming the sentences correctly.

Key

1 a radio 2 a book 3 a dog 4 a personal stereo 5 a suitcase 6 a telescope 7 a motorbike 8 a pen 9 a tennis racquet 10 a mobile phone 11 a pair of sunglasses 12 a laptop 13 a mosquito 14 a video camera 15 a map 16 a yacht 17 a tent 18 some soap 19 a sun hat 20 an umbrella

Grammar practice key

1 2 c 3 a 4 c 5 b 6 c 7 b

- 2
- might be
 - can't be
 - might be
 - must be
 - might be
 - might be
 - can't be



3 3 with 4 ✓ 5 so 6 ✓ 7 to 8 for 9 of 10 ✓ 11 ✓ 12 that

- 4
- in spite of having
 - even though he was
 - can't be
 - must be
 - made up your mind

Unit 10

Communication activity

Areas practised

Modal verbs for deduction in the past: *must have*, *can't / couldn't have* or *might have*

- Divide the class into groups of three or four. Copy and cut up one sheet for each group. Give one 'mystery' card to each student.
- Tell the students to read about the situation on their card and think about what led to each of the situations, then write some ideas

using modal verbs of deduction/speculation, e.g. *The married couple might have been murdered.*

- After they have jotted down a few ideas, students take turns to read out their mystery to the rest of the group, and ask their classmates' opinions about what happened. They collate ideas and make notes.
- When the activity is finished, students report back to the class with the results, e.g. *We think that the married couple might have run out of petrol.*
- As an extension activity, stronger students could make up their own mysteries for other students to speculate about.

Grammar practice key

- 1
- what you're talking about ✓
 - how that got here ✓
 - why she hasn't phoned ✓
 - who broke the ornament ✓
 - where Stonehenge is ✓
 - how Tim's mother is ✓

- 2
- must have ✓
 - can't have ✓
 - can't have ✓
 - can't have ✓
 - must have ✓
 - can't have ✓
 - must have ✓
 - can't have ✓

- 3
- you know
 - can't have remembered
 - must have misunderstood
 - can't have helped
 - might have gone

- 4
- (X) Do you know when it finishes?
 - (✓)
 - (X) I can't tell you where they have gone.
 - (X) She can't have spoken to Arthur yet.
 - (✓)
 - (X) I came across an old Spice Girls CD yesterday.
 - (X) That must have been very difficult.

Unit 11

Communication activity

Areas practised

Reporting verb patterns

- This is a memory game. Divide the class into pairs. Copy and cut up the cards on the sheet and give one set of cards to each pair. Students spread out all the cards face down on the table (not in a pile).
- Explain to students that they must turn over one speech card and one verb card and see if they match. If they match, the student makes a sentence reporting what is said on the speech card, e.g. *The man apologized for losing my dog.* They can use any tense they like. If the sentence is correct, they keep the cards. Ask a stronger pair to demonstrate.
- The game continues in this way until students have matched all the speech and verb cards using their memory. The winners are the students with the most pairs of cards.
- Monitor and check that students are forming the sentences correctly.
- As an extension activity, stronger students could write their own speech cards, and play the game with those.

Alternatively, this activity could be done in small groups.

Grammar practice key

1

- 2 I was ✓
- 3 help him ✓
- 4 they hadn't tried ✓
- 5 her name was ✓
- 6 he was ✓
- 7 he had bought ✓
- 8 she was doing ✓
- 9 he had been ✓

2

- 2 Are you having fun?
- 3 Will / Can you help me please, Mark?
- 4 Why didn't they try to phone home?
- 5 What is your name?
- 6 Are you from the USA?
- 7 Did you buy me a present?
- 8 What are you doing?
- 9 Where have you been living?

3

- 2 She said she hadn't spoken to him.
- 3 He said they would break up soon.
- 4 She said that they'd been engaged for years.
- 5 I said that we'd been decorating the living room.
- 6 He said that they couldn't get married.
- 7 I said I was leaving.
- 8 He said that she hadn't met him before.
- 9 She said that they had to try to persuade him.

4

- 2 a ✓
- 3 c ✓
- 4 b ✓
- 5 b ✓
- 6 a ✓
- 7 c ✓
- 8 b ✓
- 9 a ✓

Unit 12

Communication activity

Areas practised

I wish / if only for the past

You will need a dice and some counters for each group.

- Divide the class into groups of three or four. Copy and cut up one game for each group. Students place their counters on the start square. The first student rolls the dice and moves the number of squares shown on the dice.
- The student makes an *If only ...* or *I wish ...* sentence based on the picture they land on. The other students decide if the sentence is grammatically correct and makes sense. If the sentence is correct, the student stays on that square; if the sentence is wrong, they move back to the square where they started. Alternatively, students can try to correct a wrong sentence and then move back one square.
- The first to reach the finish is the winner.
- Monitor and check that students are forming the sentences correctly.

Possible answers

- 1 If only I wasn't a postman.
- 2 I wish I had been more careful!
- 3 If only I hadn't stolen that car!
- 4 I wish I had brought an umbrella.
- 5 I wish I had left the house earlier.
- 6 If only I had bought a parking ticket.
- 7 I wish I had trained harder.
- 8 I wish I had a ladder.
- 9 I wish I had a job.

- 10 If only I had mended the brakes.
- 11 If only I lived in a nicer house.
- 12 If only I hadn't forgotten the cake!
- 13 I wish I didn't have to do this.
- 14 If only the sea wasn't so rough.
- 15 I wish I had studied harder.
- 16 I wish it wasn't so hot.

Grammar practice key

- 1
 - 2 had scored ... would have won
 - 3 have kept ... had been
 - 4 had told ... wouldn't have been
 - 5 would have bitten ... had spoken
 - 6 had wanted ... would have stopped
 - 7 wouldn't have been able ... had locked
 - 8 had asked ... would you have agreed
 - 9 Would he have been ... had told
- 2
 - 2 had studied ✓
 - 3 hadn't told ✓
 - 4 hadn't lost ✓
 - 5 had been ✓
 - 6 had listened ✓
 - 7 had asked ✓
 - 8 hadn't sold ✓
 - 9 had brought ✓
- 3
 - 2 You should have studied a bit more.
 - 3 You shouldn't have told Mark about his girlfriend.
 - 4 You shouldn't have lost your temper.
 - 5 You should have been more careful.
 - 6 You should have listened to your parents when you were young.
 - 7 You should have asked her to marry you.
 - 8 You shouldn't have sold it two years ago.
 - 9 You should have brought your swimming costume.

- 4
 - 3 been 4 ✓ 5 lot 6 of 7 ✓ 8 me
 - 9 about 10 ✓ 11 married/together 12 ✓

Unit 13

Communication activity

Areas practised

Relative pronouns; articles; punctuation, spelling and proofreading

- Divide the class into pairs. Copy and cut up one sheet per pair. Tell the students that the text

is unpunctuated and contains a number of mistakes (relative pronouns, articles and spelling). They have to work together to correct the text.

- When all students have finished, put them into groups of four and get them to compare their texts and discuss the changes they have made.
- Show them a corrected copy so they can check each other's work.

Key

John Ronald Reuel Tolkien was born in South Africa in 1892. His parents, who were both English, were staying there on business. When Tolkien was four years old, his father died and the family moved back to England. He became a student of languages at Oxford University in 1911, and eventually returned there as a professor in 1925. During his time at Oxford, Tolkien did most of his writing. His first book was a children's fantasy novel called *The Hobbit*. This was quite successful and his publishers asked him to write a sequel. This sequel, which was called *The Lord of the Rings*, turned out to be a phenomenal success and made Tolkien a rich man.

Grammar practice key

- 1
 - 2 where ... ND
 - 3 that ... D
 - 4 that ... D
 - 5 who ... D
 - 6 whose ... D
 - 7 who ... ND
 - 8 whose ... ND
- 2
 - 2 an 3 the 4 - 5 an 6 a 7 the
 - 8 the 9 -
- 3
 - 2 is the hospital where
 - 3 is the car that
 - 4 which my husband bought
 - 5 turn him down
 - 6 who turned up
- 4
 - 2 (X) He got sent to prison for ten years.
 - 3 (✓)
 - 4 (X) You had better not spend too long in the sun.
 - 5 (X) A legend is a story which/that is only partly true.
 - 6 (X) Do you use the Internet very much?

Unit 14

Communication activity

Areas practised

Phrasal verbs; *feel*

- Divide the class into pairs. Copy and cut up one sheet per pair, and give each student a crossword. Tell them not to show their partner their crossword. Explain that their partner has the missing words on their crossword. Tell students they have to think of clues for the words in their puzzle so that their partner can complete their crossword. They then listen to their partner's clues and try to complete their crosswords.
- Demonstrate the activity with a stronger pair, e.g. *I don't ... my father. I look more like my mother. All my friends were away in August so I felt really ...*
- Students can check their answers by looking at their partner's crossword.

Grammar practice key

1

- 2 'm used to feeling ✓
- 3 wasn't / isn't used to going ✓
- 4 didn't use to practise ✓
- 5 'm not used to driving ✓
- 6 Did we use to go ✓
- 7 'm used to paying ✓

2

- 2 take off your shoes / take your shoes off
- 3 put up with your behaviour
- 4 takes after his father
- 5 make it up
- 6 sort out the problem / sort the problem out
- 7 get on with his brother
- 8 picked it up

3

- 3 then ✓ 4 was ✓ 5 of ✓ 6 ✓ 7 it ✓ 8 ✓
- 9 ✓ 10 about ✓ 11 ✓ 12 with ✓

4

- 2 used to smoke
- 3 have sorted your problem
- 4 used to put up with
- 5 bumped into Sally
- 6 put you up

* Communication activity 1

Work in pairs. Ask your partner the *Have you ever ...?* questions below. If your partner answers 'Yes', tick the box and then ask them follow-up questions of your own. Make a note of their answers. If your partner answers 'No', put a cross in the box.

Have you ever ... ?	Yes/No	Notes ...
1 ... met anyone famous?		
2 ... lied to your parents?		
3 ... been in the newspaper?		
4 ... stolen anything?		
5 ... written a love letter?		
6 ... won a prize?		
7 ... been in a car crash?		
8 ... cheated in a test?		
9 ... pretended to be someone else on the internet?		
10 ... found money in the street?		
11 ... saved someone's life?		
12 ... had an operation?		

Grammar practice 1

1 Complete the dialogue with the past simple or present perfect form of the verbs.

A: What film shall we go and see?

B: I don't know. ¹ *Have you seen* (you / see) Johnny Depp's latest film yet?

A: No, not yet. But Tim ² (see) it last week. He ³ (say) it was awful.

B: Well, I don't trust Tim's judgment. We ⁴ (often / disagree) about films in the past.

A: Yes, I remember. He ⁵ (not / like) *The Lord of the Rings*, and you ⁶ (think) it was the best film ever!

B: That's true. It ⁷ (be) brilliant.

A: I ⁸ (prefer) the book. I ⁹ (never / read) such an exciting story.

B: I know. But listen – we still ¹⁰ (not / decide) what film to go and see.

2 Write the questions.

1 I've lived here for two years.

How long have you lived here?

2 We moved here in 2003.

.....?

3 Yes, we've met before.

.....?

4 We met at Sandra's party.

.....?

5 He learned to read at the age of four.

.....?

6 He's been at this school since he was five years old.

.....?

7 No, I've never driven a Ferrari.

.....?

8 I've been to the library.

.....?

9 I joined the library two weeks ago.

.....?

3 Rewrite the sentences, using the word given. Do not change the word given. Use between two and five words, including the word given.

1 I don't know this man.

never

I have never met this man.

2 I finished work very recently.

just

I

3 She visited Rio last year.

ago

She visited Rio

4 'Go away,' she said to him.

to

She

5 I think you should apologise.

say

I think you should

6 He deliberately said something that wasn't true.

told

He

4 Complete the sentences with the correct form of *say* or *tell*.

1 Sorry, I didn't hear you. Could you *say* that again, please?

2 Stop! You me that joke already.

3 My mum used to me off when I didn't eat my carrots.

4 Mark he doesn't want to go to school today.

5 him to come downstairs right now.

6 Did you thank you to your teacher?

7 I can't the difference between butter and margarine.

8 I thought, 'this is awful,' but I didn't it out loud.

9 Some people like to a prayer before every meal.

* Communication activity 2



when



as soon as



while



then



when



as soon as



when



while



then



as soon as



when



while



then



when



while



then

* Grammar practice 2

1 Complete the sentences with the past simple or past continuous form of the verbs.

- We didn't go (not / go) to the park because it was raining (rain).
- While I _____ (have) dinner last night, my brother _____ (tell) me some interesting news.
- It was a beautiful day. The birds _____ (sing) and the children _____ (play) in the garden.
- Gina _____ (open) the door of the carriage and _____ (jump) out.
- As he _____ (ride) home on his new motorcycle, John suddenly _____ (realise) that he _____ (not have) his helmet on.
- What _____ (you / dream) about when I _____ (wake) you up?

2 Join the sentences using the past perfect and *when*.

- We finished our dinner. Then Karla arrived with some ice cream.
We had finished our dinner when Karla arrived with some ice cream.
- I did my homework. Then I went out.

- She went to the supermarket. Before that, she found a parking space.

- I opened all my birthday presents. Then my parents came downstairs.

- Our team scored five goals. Then the referee blew the half-time whistle.

- He put the children to bed. Then he sat down and turned on the television.

3 Rewrite the sentences, using the word given. Do not change the word given. Use between two and five words, including the word given.

- I washed the car and drove to the airport.
(had) After I had washed the car, I drove to the airport.
- We got here as quickly as possible.
(soon) We got here _____ could.
- Mary was watching TV when John sent her a text message.
(while) John sent Mary a text message _____ TV.
- A bird landed on his head while he was sleeping.
(when) He _____ a bird landed on his head.
- After he had washed his hands, he went downstairs.
(then) He washed his hands, _____ downstairs.
- He took the photograph and emailed it to his boss.
(photograph) When _____, he emailed it to his boss.

4 Right (✓) or wrong (X)? Correct the wrong sentences.

- I was lying on the beach while it started to rain. ☒ X
I was lying on the beach when it started to rain.
- She realised that she'd already saw the film. ☐
- I was loving that old TV show. ☐
- Daniel always sticks up on his friends. ☐
- Sam and Tim weren't speaking because they had fell out. ☐
- I was getting on very well with Joe. ☐

Communication activity 3

A

You have a problem with your younger brother. He goes to the same school as you, and you know that he's being bullied by some of the bigger boys in his class. You don't want to tell your parents, because that would only make them worried, but they've noticed that your brother's no longer happy about going to school in the mornings. Your brother's quite small, and can't stand up for himself. What should you do?

B

You have a problem with your boyfriend/girlfriend. You've been going out with each other for nearly a year, and you're planning to go on holiday together after the exams. The trouble is, he/she is beginning to talk about getting married and having children, and you aren't yet ready for such a big step. Also, there's another boy/girl in the school that you quite like, even though you know they have a reputation for being unreliable. What should you do?

C

You have a problem with your parents. They don't seem to understand that you need to have the best things money can buy: designer clothes, expensive trainers, a top quality laptop, the latest mobile phone. You know they have plenty of money, but they refuse to give you more than a small allowance every week – just enough to buy lunch at school and have a little fun at the weekends. What should you do?

* Grammar practice 3

1 Complete the sentences. Use the present perfect or present perfect continuous form of the verbs.

- I don't want any lunch, thanks. I have eaten (eat) already.
- He needs a shower because he _____ (play) squash for two hours.
- My Spanish isn't very good yet because I _____ (not / study) it for very long.
- _____ (you / wash) the dishes yet?
- I can't believe Simon still _____ (not / finish) his project.
- How long _____ (we / wait) for this bus? It seems like hours.
- Greg looks ill because he _____ (not / sleep) well recently.
- Someone _____ (steal) my bike!
- Oh, look! Gina _____ (get) a new boyfriend.

2 Write the questions. Use the present perfect or present perfect continuous form of the verbs.

- What have you been doing? (you / do)
I've been helping Stella cook dinner.
- _____ ?
(you / learn / to drive)
About six weeks now.
- _____ ?
(you / try / the new restaurant in town)
No, not yet.
- _____ ?
(Tim / stay)
I think he's been staying with his aunt.
- _____ ?
(you / be able to / play the guitar)
Since I was nine years old.
- _____ ?
(they / be married / long)
No, not long.

3 Rewrite the sentences, using the word given. Do not change the word given. Use between two and five words, including the word given.

- She started cleaning two hours ago, and she is still cleaning now.
been
She has been cleaning for two hours.
- You really shouldn't wear that bikini.
better
You _____ wear that bikini.
- We started travelling at 6 o'clock, and we are still travelling.
since
We _____ 6 o'clock.
- Graham should phone his mother more often.
to
Graham _____ phone his mother more often.
- I advise you to eat more vegetables.
should
You _____ more vegetables.
- How long ago did you meet Francesca?
known
How long _____ Francesca?

4 Right (✓) or wrong (X)? Correct the wrong sentences.

- We are living in this town since 2005. ☒ We have been living in this town since 2005.
- You would better phone for an ambulance. ☐
- John ought watch less television. ☐
- He's arguing with his brother all day. ☐
- She has been fired from three jobs this year. ☐
- You should to get a part-time job. ☐

* Communication activity 4

<i>if</i>	<i>unless</i>	<i>when</i>	<i>until</i>	<i>as soon as</i>
I'll stay with you ...				Amy's going to leave her boyfriend ...
I won't help you ...				Dan's going to work harder ...
Your mother will tell you ...				I'll book a holiday ...
Don't argue with me ...				Greg's going to stop eating junk food ...
Dad won't buy you a new laptop ...				You'd better revise for your exams ...
Let's not worry about this ...				It makes me laugh ...
Wait outside the school ...				They'll get married ...
Phone the police ...				

* Grammar practice 4

1 Complete the sentences. Circle the correct answers, a, b or c.

- I don't think Karla arrive before 7 o'clock. She never does.
a probably won't b will c might
- We don't know what we're doing tonight. We go to the cinema.
a might b will c won't
- You mustn't lock the door, or I be able to get in.
a probably will b might c won't
- I've worked hard, so I think I get a promotion.
a will probably b probably won't c might not
- She's not sure if she should buy him this sweater. He like it.
a might b will c might not
- I'm feeling a bit tired, so I do very well in this test.
a will b probably won't c might

2 Rewrite the sentences using *unless*.

- If he doesn't stop eating junk food, he'll never lose weight.
Unless he stops eating junk food, he'll never lose weight.
- You won't lose any weight if you don't eat less chocolate.
.....
- If you don't come and eat your dinner, I'll eat it all.
.....
- I never take this road home, except if the traffic is really bad.
.....
- You can't park here if you don't work here.
.....
- He never goes to bed before one in the morning, except if he's really tired.
.....

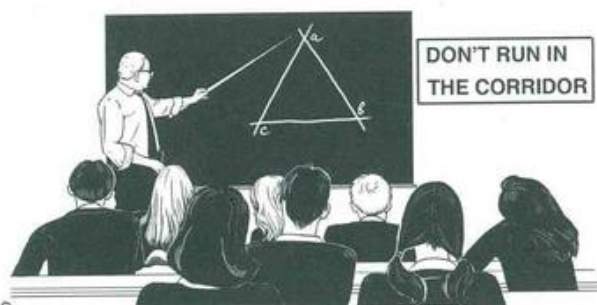
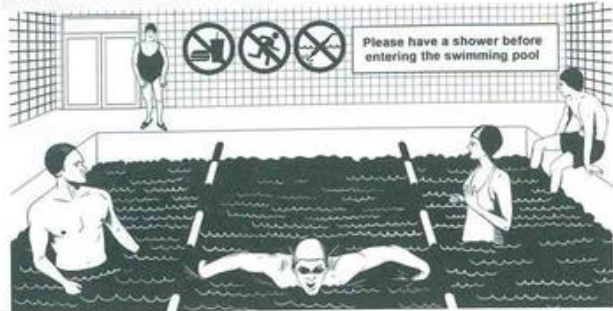
3 Rewrite the sentences, using the word given. Do not change the word given. Use between two and five words, including the word given.

- It's possible that we have met before.
(might) We might have met before.
- We probably won't go back to that hotel.
(likely) It we will go back to that hotel.
- The teacher walked in, and the class stood up immediately.
(soon) The class the teacher walked in.
- Don't eat it if you don't want it.
(unless) Don't eat it it.
- I stopped doing my exercises when I got tired.
(until) I did I got tired.
- There is a possibility that Sandra isn't at work today.
(not) Sandra at work today.

4 Right (✓) or wrong (X)? Correct the wrong sentences.

- Call me as soon as you will get home. ☒ X
Call me as soon as you get home.
- John will probably to help you. ☐
- I probably won't leave before seven. ☐
- You'll break that if you won't be careful. ☐
- She won't take the job unless they offer more money. ☐
- How long does it take you to get ready with school? ☐

* Communication activity 5



make

let

be allowed to

must

mustn't

can

can't

don't have to

Grammar practice 5

1 Complete the sentences with the words in the box.

make/go let/use allow/play
let/explain make/eat allow/talk

- 1 Ssh! You are not allowed to talk during the test.
- 2 Please, don't let me eat these carrots. I hate them!
- 3 Dad might allow you to use his car if you ask him nicely.
- 4 Why do your parents not allow you to play to piano lessons if you hate them so much?
- 5 I'm usually allowed to play games on the computer for an hour before I go to bed.
- 6 Let me explain why I'm so late. I'm sure you'll understand.

2 Read the text. Some of the lines have an extra, unnecessary word. Write the words at the end of the line. If the line is correct, put a tick (✓).

Dear Ted,

Thanks for agreeing to look after the house while we're on the holiday. 1 ✓
I hope you enjoy staying here, but there are a few things which I very must tell you about. Firstly, please don't forget to feed the cat – I'm sure she will to remind you when she is hungry! You are don't have to feed the birds because there is enough food in their cage. Oh, and don't to let the dog sleep on the sofa – he isn't being allowed to. 12

See you soon!

3 Rewrite the sentences, using the word given. Do not change the word given. Use between two and five words, including the word given.

- 1 They forced him to clean the bathroom.
made
They made him clean the bathroom.
- 2 It isn't necessary for you to book a room.
have
You don't have to book a room.

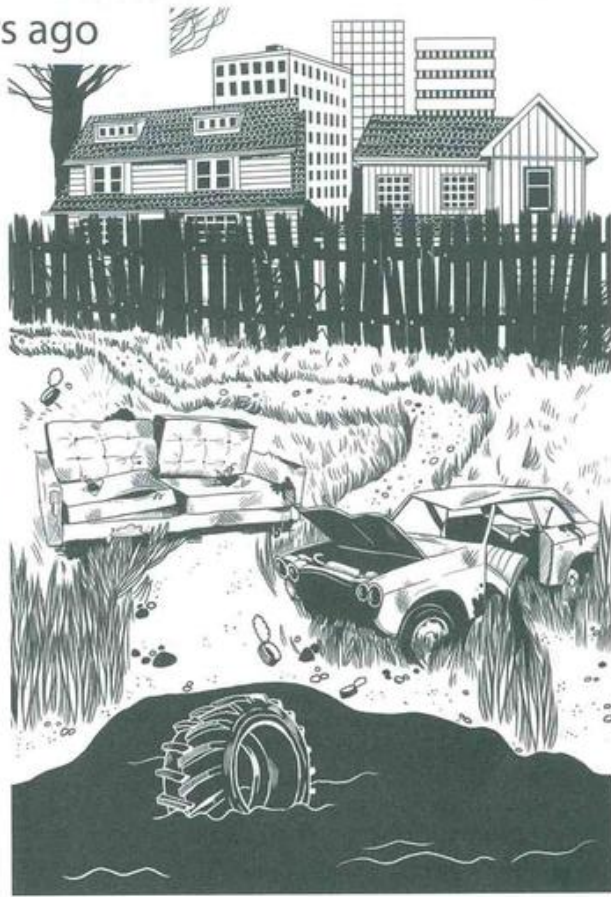
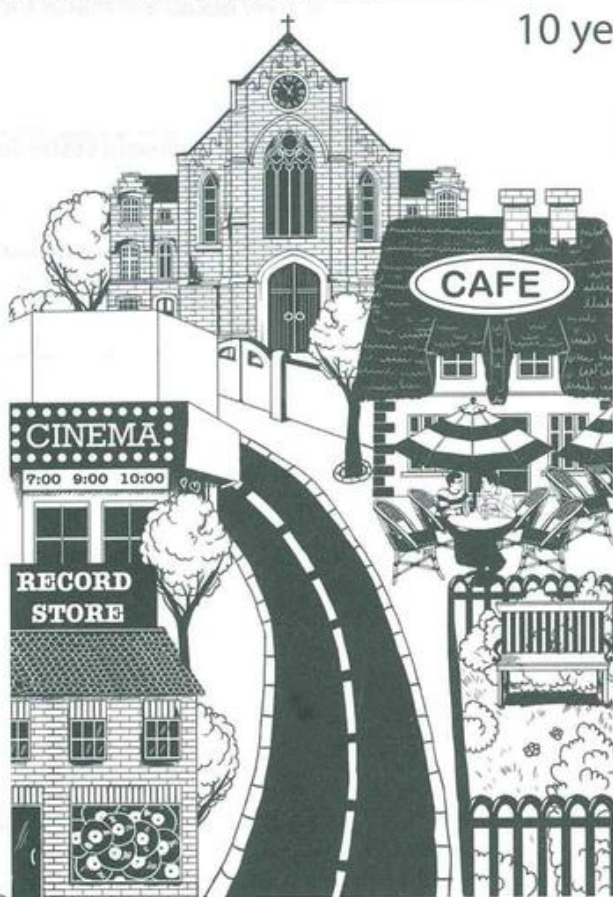
- 3 We have permission to use the library after 8 o'clock.
allowed
We are allowed to use the library after 8 o'clock.
- 4 Did she allow you to kiss her?
let
Did she let me kiss her?
- 5 You must remember your wife's birthday.
forget
You mustn't forget your wife's birthday.
- 6 It was necessary for me to finish work on time that day.
had
I had to finish work on time that day.

4 Right (✓) or wrong (X)? Correct the wrong sentences.

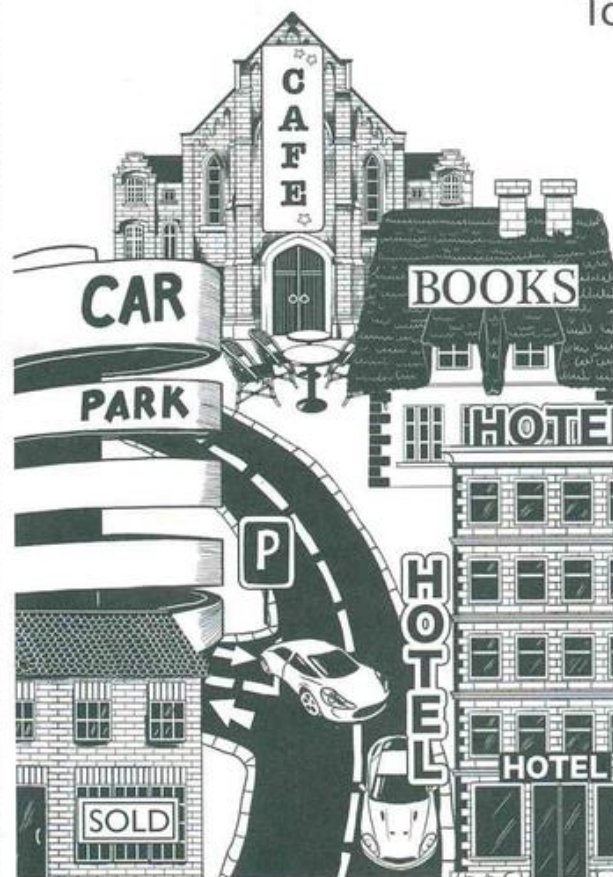
- 1 You must to stop behaving like a child. ☒ **X**
You must stop behaving like a child.
- 2 Jeremy musted go to the hospital last week. ☐
- 3 You don't have to pay me back until tomorrow. ☐
- 4 That was an absolutely bad film. ☐
- 5 Sorry, you are can't go in there yet. ☐
- 6 Danny will must find somewhere to live soon. ☐
- 7 We weren't allowed to phone our parents during the day. ☐
- 8 What a very amazing goal! ☐

* Communication activity 6

10 years ago



Today



* Grammar practice 6

1 Complete the sentences. Use the present or past passive form of the verbs.

- Portuguese is spoken (speak) in Brazil.
- Martin Luther King (murder) in 1968.
- Toyotas (produce) in Japan.
- This novel (publish) last summer.
- Their anniversary (announce) on the radio.
- The TV programme 'Friends' (watch) by people all over the world.
- This computer (install) by my dad.
- Tina (follow) home last night.
- The library (situate) behind the main building.

2 Write the questions for Exercise 1. Use the question words given.

- What language is spoken in Brazil?
- When
- Where
- When
- What
- What
- Who
- Who
- Where

3 Rewrite the sentences, using the correct form and tense of causative *have*. Use the verbs in the box.

pierce dye shave tattoo remove
install publish deliver

- Diane (her hair) blue last week!
Diane had her hair dyed blue last week!

- I'm going to (that tree) because it makes the garden so dark.
.....
- We (a new phone) in our bedroom yesterday.
.....
- That man (a tiger) on his arm. That must hurt!
.....
- She's going to (her ears) tomorrow.
.....
- Tim (his head), and now he looks a bit frightening.
.....
- Every Friday we (a pizza) to our house.
.....
- She (her novel) at her own expense.
.....

4 Complete the sentences. Use the future passive form of the verbs in the box.

drive finish not open not reduce tell
announce not disappoint ~~increase~~

- I'm sure taxes will be increased by the new government.
- In the future, all cars by computers.
- Go and see this wonderful film. You *
- You of any changes to the plan.
- Have you heard? The new restaurant until June.
- I promise this job by this time tomorrow.
- The results of the competition at seven o'clock this evening.
- Crime until something is done about poverty.

Communication activity 7

enjoy	practise	afford
detest	miss	offer
(don't) mind	hope	choose
imagine	promise	remember
feel like	learn	stop
suggest	decide	(not) expect

* Grammar practice 7

- 1 Complete the sentences. Use the gerund or infinitive form of the verbs in the box.

have to put help speak use
sell take ~~hang out~~ play

- I enjoy hanging out with my friends after school.
- When the car wouldn't start, Tom suggested some petrol in it.
- Clara really misses tennis with her best friend.
- He's learning some Italian before he goes there on holiday.
- We've decided this house and move to France.
- I detest clean up after these children all the time!
- Why don't you ask Harry you with your homework?
- Her boyfriend offered her to Paris in the spring.
- You need to practise this new computer program.

- 2 Write the sentences. Use the gerund or infinitive form of the verbs. Sometimes either is possible.

- She never / stop / talk / about / her boyfriend
She never stops talking about her boyfriend.
- He / prefer / have / showers to baths
.....
- I / would love / come / with you
.....
- We / not mind / wait
.....
- They / decide / stay / in the hotel
.....
- Please / remember / lock / the doors
.....
- I / feel like / dance
.....

- 3 Read the text. Some of the lines have an extra, unnecessary word. Write the words at the end of the line. If the line is correct, put a tick (✓).

Hi! My name's Jenny and I live in London.

- | | | |
|--|----|------------|
| I really enjoy the living | 1 | <u>the</u> |
| here. It's very exciting, and there's | 2 | ✓ |
| always a something to do. Some | 3 | |
| people say that it's a noisy and smelly | 4 | |
| place, with too much of traffic. | 5 | |
| It's true that there are a lot of cars, | 6 | |
| but it's not like as bad as it used to | 7 | |
| be. You have to be pay if you want to | 8 | |
| drive in the centre of the city now, | 9 | |
| and it's so a lot quieter. I'm learning | 10 | |
| to drive at the moment. All my | 11 | |
| friends can drive, and I feel it left out. | 12 | |

- 4 Rewrite the sentences, using the word given. Do not change the word given. Use between two and five words, including the word given.

- It gives me pleasure to relax in a hot bath.
enjoy
I enjoy relaxing in a hot bath.
- Why don't you ask someone for help?
to
Why don't you you?
- Excuse me, could you move along a little, please?
mind
Excuse me, ... along a little, please?
- I've made a decision, and I'm not going to the meeting.
decided
I have to the meeting.
- She admires her grandfather.
looks
She her grandfather.
- I bought a newspaper on my way to work.
buy
I stopped a newspaper on my way to work.

* Communication activity 8

You see a lovely pair of shoes in a shop, but they are too expensive.	You are always hungry, but you are also very overweight.	You are sitting an exam, and you realise that you don't know any of the answers.	There's a great job in the newspaper, but your parents won't let you work in the evenings.
You eat nothing but sandwiches because your mum doesn't know how to cook.	It's raining and you don't have an umbrella.	All your friends are going to the beach at the weekend, but you are visiting your sick aunt.	You want to go out, but you have a lot of homework to do.
You love basketball, but you can't get in the team because you are too short.	Someone has sent you an email, but you can't reply because your computer has stopped working.	You want to watch your favourite TV programme, but your dad is watching the football.	Your bedroom is very small.
You need to buy some milk, but all the shops are closed.	You want to go into town, but your mother won't drive you there.	You are stuck in a country road without any petrol and you don't have your mobile phone with you.	You want to be a great tennis player, but there are no courts in your town.

* Grammar practice 8

1 Complete the sentences. Circle the correct answers, a, b or c.

- If I to university, I'll study really hard.
a went b 'll go c (go)
- This room better if we painted it yellow.
a looked b will look c would look
- It would be terrible if that criminal caught.
a didn't get b won't get c wouldn't get
- If the weather so bad, we could go for a walk.
a wasn't b wouldn't be c isn't
- I'll be surprised if she picked for the team.
a will be b was c is
- If you were caught shoplifting, you to prison.
a aren't sent b wouldn't be sent c will be sent
- If he really loves her, he her to marry him.
a 'll ask b asks c asked

2 Match the two parts of the sentences.

- | | |
|-----------------------------------|----------------------------------|
| 1 If I knew her phone number, | a if he wants me to. |
| 2 We'll miss you | b I'll cook a curry. |
| 3 If she comes to dinner, | c I'd drive us to the park. |
| 4 He wouldn't do it | d if you needed a new microwave? |
| 5 Where would you go | e I'd call her. |
| 6 I'll pick him up at the station | f if you move away. |
| 7 If I had a car, | g if you didn't pay him. |

3 Read the text. Some of the lines have an extra, unnecessary word. Write the words at the end of the line. If the line is correct, put a tick (✓).

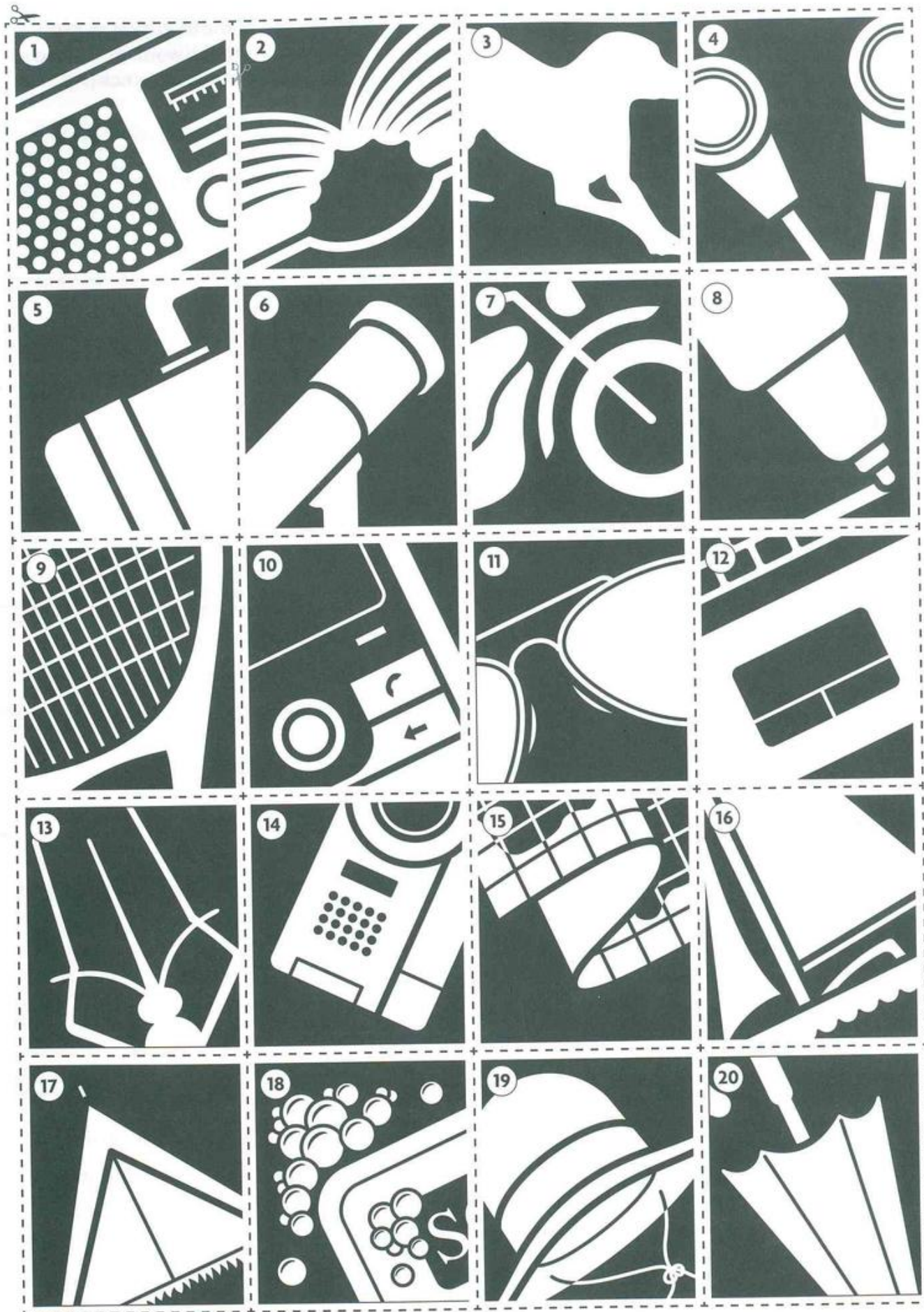
Dear Sir,

I am writing you to express my disgust 1 you
at the amount of graffiti on the walls 2 ✓
around Ascot Park. Why is nothing 3
being to done about it? I wrote to 4
this newspaper six months ago, and it 5
has been got worse since then. If this 6
vandalism does not stop, I will think I 7
might leave this country and go and 8
live somewhere more of civilised. It 9
is the parents' fault, of course. The 10
way I do see it, if parents brought 11
their children up properly, the society 12
would not have these problems.

4 Rewrite the sentences, using the word given. Do not change the word given. Use between two and five words, including the word given.

- I wish I didn't have this cold.
only
..... If only I didn't have this cold.
- I don't know, so I can't help you.
knew
If help you.
- If only I was two years older.
wish
..... two years older.
- Suppose you get caught, and sent to prison?
if
..... and sent to prison?
- Bad weather depresses me.
down
Bad weather
- The weather is dreadful, and I wish it wasn't.
only
If dreadful.

* Communication activity 9



* Grammar practice 9

1 Complete the sentences. Circle the correct answers, a, b or c.

- 1 the bad weather, we had a really good holiday.
a Although b Despite c Whereas
- 2 My brother is rich, ... I earn very little.
a even though b despite c whereas
- 3 The acting was excellent., the music was not so great.
a However b In spite of c Despite
- 4 I am a big fan of his, I didn't really like his last album.
a Despite b However c Although
- 5 She got into Cambridge University she was only 14.
a however b even though c whereas
- 6 We enjoyed the meal, ... the poor service.
a however b despite c although

2 Complete the dialogue with *must be*, *might be* or *can't be*.

Tina: Where's Melanie? If she doesn't arrive soon we ¹ might be late for the film.

Sara: I don't know. She ² stuck in traffic.

Tina: No, she ³ stuck in traffic. There is hardly any traffic at this time in the afternoon.

Sara: Perhaps she has forgotten about us. Why don't you phone her? She ⁴ still at home.

Tina: The line is busy. She ⁵ at home!

Sara: Not necessarily. That ⁶ her cousin, Mark. He's staying with her at the moment.

Tina: Oh. Well, I suppose she ⁷ at her office. I'll try to phone her there.

Sara: No, she ⁸ at her office.

Tina: Why not?

Sara: Because here she comes now!

3 Read the text. Some of the lines have an extra, unnecessary word. Write the words at the end of the line. If the line is correct, put a tick (✓).

Dear Hilda,

I hope you can help me with a	1	✓
problem I have with my boyfriend. I love	2	✓
with him very much, but he seems to	3	
prefer hanging out with his friends.	4	
Although so he cares about me, we	5	
never seem to spend very much time	6	
together. Whenever I phone to him	7	
for to try to arrange a date, he always	8	
has some excuse. Despite of all	9	
this, I still really care about him	10	
and I do not want to end our	11	
relationship. Maybe that he is just	12	
afraid of commitment? I don't know.		

4 Rewrite the sentences, using the word given. Do not change the word given. Use between two and five words, including the word given.

- 1 Even though it finished early, it was a good party.
(although) It was a ¹ good party, although it finished early.
- 2 Although he had a broken arm, he managed to finish the race.
(spite) He managed to finish the race, ... a broken arm.
- 3 Despite being twenty years older than her, he asked her to marry him.
(though) He asked her to marry him, ... twenty years older than her.
- 4 It is not possible that Sam is in France.
(be) Sam in France.
- 5 I don't believe you!
(must) You joking!
- 6 Have you made a decision about this job yet?
(mind) Have you about this job yet?

Communication activity 10

A

The police have found a car parked beside a lake. The car radio was still playing, and the lights were on, but there was nobody inside. There was a sign attached to the back of the car, saying 'Just married'. They still haven't found the owners of the car.

B

You return home after a weekend in the country with your parents, and all the furniture has been moved around. Nothing has been damaged, but the TV is now in the dining room, and your bed is in the living room.

C

You went to a party one night and met a very nice boy/girl. The two of you talked all night, and exchanged phone numbers. When you phoned him/her the next day, you discovered that the number is for the local old people's home.

D

You get up one morning and look in the mirror. You are shocked to see that there is a large bruise in the middle of your forehead, and all your hair has gone. You do not remember what happened, but you find £100 in your wallet, which you are sure was not there before.

* Grammar practice 10

1 Rewrite the questions.

- Where is she?
I'd like to know where she is.
- What are you talking about?
I don't know
- How did that get here?
I wonder
- Why hasn't she phoned?
Nobody knows
- Who broke the ornament?
I want to know
- Where is Stonehenge?
We'd like to know
- How is Tim's mother?
I wonder

2 Circle the correct words.

- Kate's parents must have / *can't have* been really proud when she won that prize last year.
- Their house burnt down? That *must have* / *can't have* been a shock.
- They *must have* / *can't have* set off at one o'clock. They would have been here by now.
- You didn't succeed? You *must have* / *can't have* tried hard enough.
- Jenny *must have* / *can't have* come home last night – her bed hasn't been slept in.
- My car has gone! It *must have* / *can't have* been stolen.
- Aliens *must have* / *can't have* built Stonehenge. It's too primitive.
- Tom isn't here. He *must have* / *can't have* gone out.
- You spoke very clearly. They *must have* / *can't have* misunderstood you.

3 Rewrite the sentences, using the word given. Do not change the word given. Use between two and five words, including the word given.

- What time does the train arrive?
tell
Can you tell me what time the train arrives?
- What kind of car does he drive?
know
Do what kind of car he drives?
- He must have forgotten his appointment.
can't
He his appointment.
- I am sure she misunderstood you.
have
She you.
- I feel certain that he did not help you.
helped
He you.
- Maybe John went home early.
gone
John home early.

4 Right (✓) or wrong (X)? Correct the wrong sentences.

- I'd like to know why are you here. ☒ X
I'd like to know why you are here.
- Do you know when does it finish? ☐
- Could you tell me if there is a bank near here? ☐
- I can't tell you where have they gone. ☐
- She can't have spoke to Arthur yet. ☐
- You might be right! ☐
- I came over an old Spice Girls CD yesterday. ☐

* Communication activity 11

I'm sorry I lost your dog.		I'll help you with your suitcase.		
No, I won't do it.		Would you like to come to a party?		
What time is it?		Why don't you sit down for a minute?		
Please, please give me my keys back		Put down the gun!		
Yes, it's a beautiful day.		It's because it isn't switched on.		
apologise for	offer	refuse	invite	ask
suggest	beg	order	agree	explain

* Grammar practice 11

1 Circle the correct words.

- I asked him how much the ticket was / was the ticket.
- She asked me if I was / was I having fun.
- Tom asked Mark to help him / him help.
- He asked me why they hadn't tried / hadn't they tried to phone home.
- I asked her what was her name / her name was.
- They asked him if he was / was he from the USA.
- She asked him if he had bought / had he bought her a present.
- He asked her what she was doing / was she doing.
- I asked him where he had been / had he been living.

2 Write the direct questions of the reported questions in exercise 1.

- How much are the tickets?
-
-
-
-
-
-
-
-

3 Put the direct speech into reported speech.

- 'I love whistling,' she said.
She said that she loved whistling.
- 'I didn't speak to him,' she said.

- 'They'll break up soon,' he said.

- 'They've been engaged for two years,' she said.

- 'We were decorating the living room,' I said.

- 'They can't get married,' he said.

- 'I'm leaving,' I said.

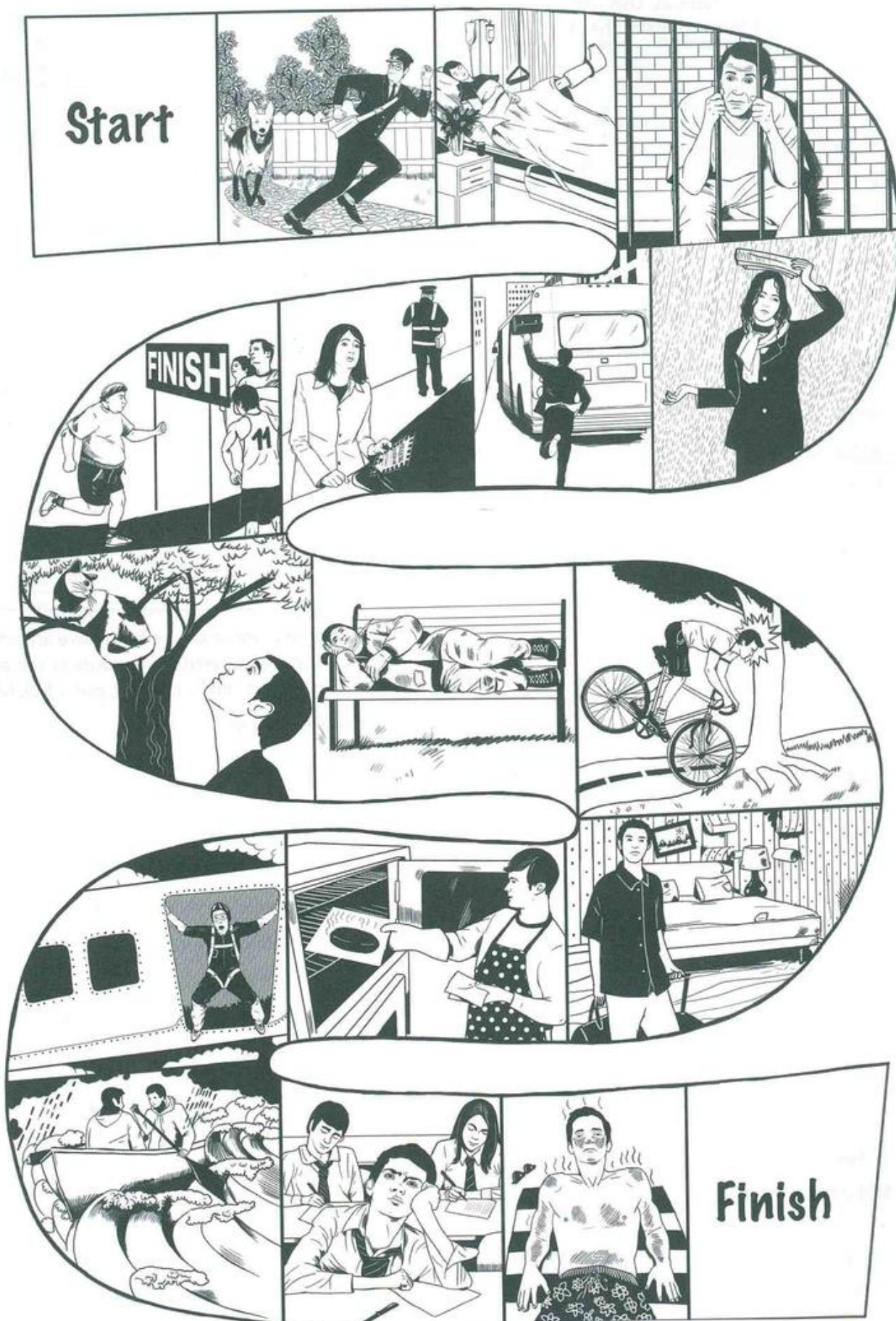
- 'She hadn't met him before,' he said.

- 'We must try to persuade him,' she said.

4 Complete the sentences. Circle the correct answers, a, b or c.

- Tina _____ for being late.
a explained b apologised c told
- She _____ that she had missed the bus.
a explained b told c persuaded
- I _____ my dad to buy me a new computer.
a suggested b said c begged
- We _____ to meet at seven o'clock.
a ordered b agreed c suggested
- The doctor _____ taking a few days off work.
a told b suggested c offered
- I _____ to get back together, but she refused.
a offered b suggested c invited
- We _____ our friends to dinner.
a suggested b persuaded c invited
- He _____ that it was love at first sight.
a told b said c offered
- The police officer _____ me to get out of the car.
a ordered b said c suggested

* Communication activity 12





Grammar practice 12

1 Complete the sentences. Use the verbs in the correct form to make the third conditional.

- 1 We wouldn't have queued up (not queue up) for tickets if we had known (know) the show was so bad.
- 2 If they (score) one more goal, they (win).
- 3 Would you (keep) your cool if there (be) a problem?
- 4 If you (tell) him, he (not be) mad at you.
- 5 She (bite) your head off if you (speak) to her that day!
- 6 If you (want) me to, I (stop).
- 7 They (not be able) to get in if you (lock) the front door.
- 8 If they (ask) you to play on the team, ... (you / agree)?
- 9 (he / be) amused if I (tell) him that joke?

2 Complete the sentences. Use the correct form of the verbs in the box.

not lose listen ~~not eat~~ not tell
study be ask bring not sell

- 1 I feel sick. I wish I hadn't eaten so much at dinner.
- 2 That exam was too hard for me. If only I a bit more.
- 3 I wish I Mark about his girlfriend. He seems really upset now.
- 4 If only I my temper, I might have won the argument.
- 5 I crashed my dad's car. If only I more careful!
- 6 I wish I to my parents when I was young.

- 7 She was my first love. If only I her to marry me!
- 8 My old house is worth a fortune now. I wish I it two years ago!
- 9 It's such a beautiful day. If only I my swimming costume.

3 Write sentences about Exercise 2. Use *should have* or *shouldn't have*.

- 1 You shouldn't have eaten so much at dinner.
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

4 Read the text. Some of the lines have an extra, unnecessary word. Write the words at the end of the line. If the line is correct, put a tick (✓).

- I don't have many regrets in my life,
but there are a few things that 1 ✓
I would have done it differently if I 2 it
had been known what I know 3
now. For example, I should have 4
studied a lot harder at school. I don't 5
have any of qualifications now. If I 6
had, I might have been able to get 7
me a better job. There is one 8
thing that I will never regret about: 9
getting married to my first girlfriend. 10
We have been married together for 11
ten years now, and it has been 12
wonderful.

* Communication activity 13

John Ronald Reuel Tolkien was born in the South Africa in 1892 his parents which were both English were staying their on a business when Tolkien was four years old his father died and the family moved back to england he became a student of the languages at oxford university in 1911 and eventually returned there as a professor in 1925 during his time at oxford Tolkien did most of his writing his first book was a childrens fantasy novel called *The Hobbit* this was quite successful and his publishers asked him to write an sequel this sequel what was called *The Lord of the Rings* turned out to be the phenomenal success and made Tolkien a rich man



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

* Grammar practice 13

1 Complete the sentences with *who*, *whose*, *that* or *where*. Then identify them as defining (D) or non-defining (ND).

- The man who built my house also built my neighbour's house. D
- My village, where my family has lived for generations, is very popular with tourists. ND
- A telescope is an instrument which allows you to see over great distances. ND
- That is the best book that I have ever read. D
- The boy who got the part was delighted. D
- An orphan is a child whose parents are dead. D
- My friend, who has always wanted to be an actor, was turned down for the part. ND
- Harry, whose sister is a teacher at our school, failed all his exams. D

2 Complete the sentences with *the*, *a*, *an* or *nothing* (-).

- My aunt is looking for a companion in her old age.
- Unfortunately, I didn't even get an audition.
- Have you heard of a legend of Robin Hood?
- Go to the bed. Now!
- She is training to be a actor.
- Can I have a look in your wardrobe?
- We had our photo taken in front of the Eiffel Tower.
- Do you know how to play a clarinet?
- She hates a cats.

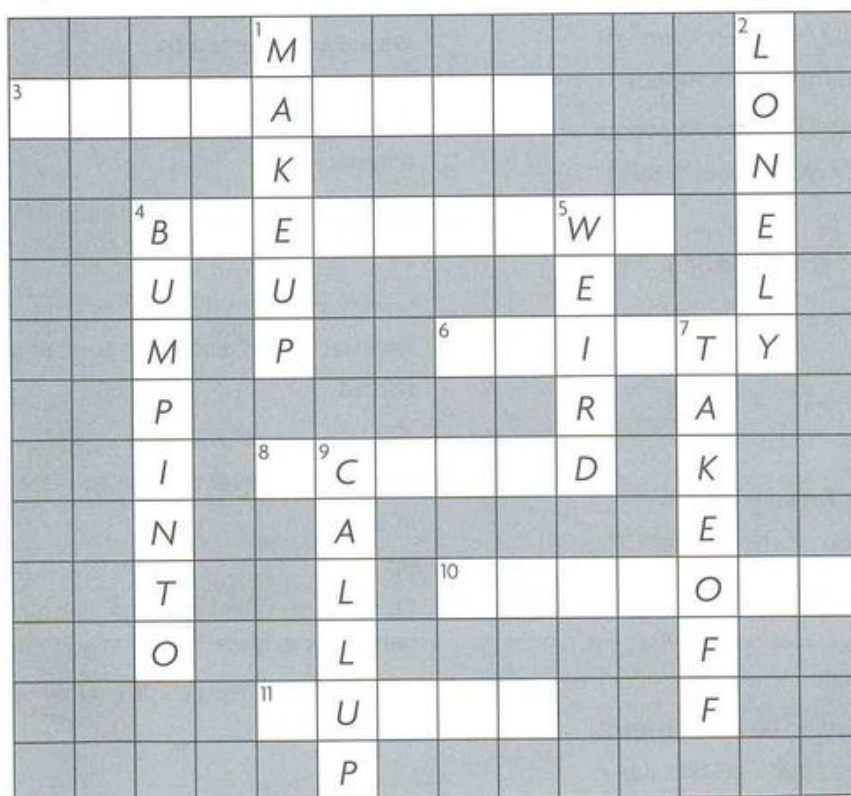
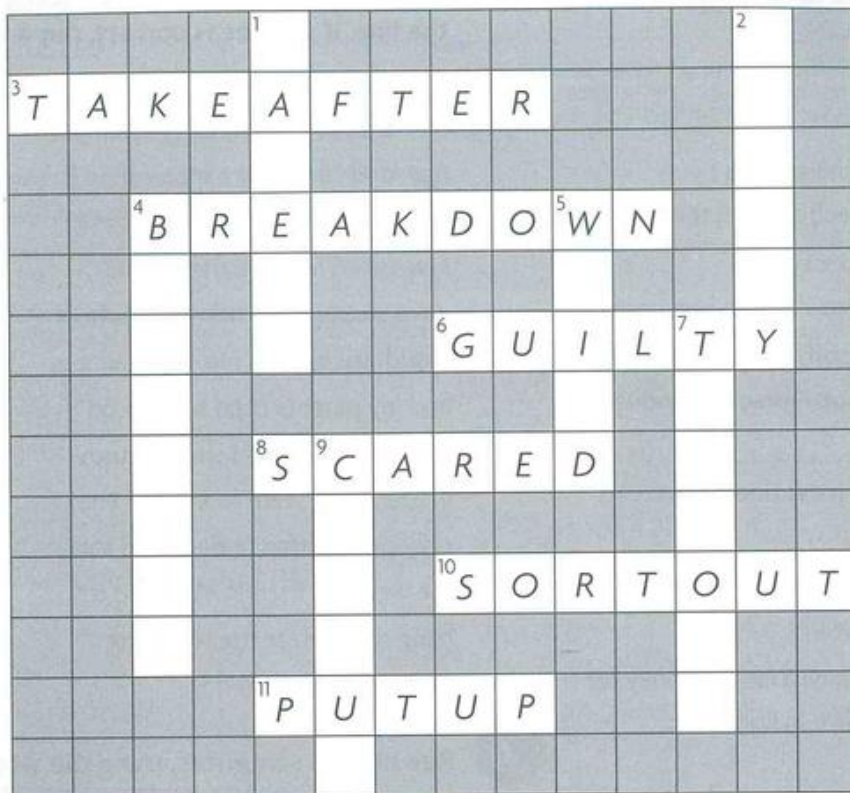
3 Rewrite the sentences, using the word given. Do not change the word given. Use between two and five words, including the word given.

- My friend's mother is a doctor – she'll know what to do.
whose
My friend, whose mother is a doctor, will know what to do.
- I was born in this hospital.
the
This hospital I was born.
- I want this car.
that
This car I want.
- This was an expensive ring. My husband bought it for me.
which
This ring, which my husband bought for me, was expensive.
- I'll say no if he asks me out.
turn
I'll turn him down if he asks me out.
- That girl arrived unexpectedly at my party.
up
That's the girl who showed up unexpectedly at my party.

4 Right (✓) or wrong (X)? Correct the wrong sentences.

- New York, what is located on the east coast of the USA, is an exciting city. ☒ X
New York, which is located on the east coast of the USA, is an exciting city.
- He got sent to the prison for ten years. ☐
- Wake up! Time to go to work! ☐
- You had better not spend too long in sun. ☐
- A legend is a story what is only partly true. ☐
- Do you use an internet very much? ☐

* Communication activity 14



* Grammar practice 14

1 Complete the sentences. Use the correct form of *used to* or *be used to* and the verbs in brackets.

- 1 She used to live (live) in Portugal, but now she lives in Spain.
- 2 I have four young children, so I (feel) tired all the time.
- 3 He couldn't sleep because he (not / go) to bed so early.
- 4 He was a terrible footballer, because he (not / practise) enough.
- 5 Sorry about that. I (not / drive) on the right-hand side of the road yet.
- 6 (we/go) to the same evening class one year?
- 7 I (pay) a lot of money for accommodation. I live in London!

2 Complete the sentences with the words in brackets in the correct order. Sometimes there is more than one possibility.

- 1 I bumped into an old friend in town last night. (into / an old friend / bumped)
- 2 Please before you come into the room. (off / your shoes / take)
- 3 I'm not going to any longer. (with / up / your behaviour / put)
- 4 Jonathan really (after / his father / takes)
- 5 It's a true story! I didn't (up / it / make)
- 6 If we think about it, I'm sure we can (out / the problem / sort)
- 7 Simon doesn't (on / his brother / with / get)
- 8 I thought Chinese would be hard to learn, but I quite quickly. (up / it / picked)

3 Read the text. Some of the lines have an extra, unnecessary word. Write the words at the end of the line. If the line is correct, put a tick (✓).

I have changed a lot since I was a teenager. I am in my early twenties 1 ✓
now and I am a lot happier than I 2 ✓
used to then be. At the age of 13, 3
I was used to think that adults 4
were stupid, and that the whole of 5
world was against me. My teachers 6
and my parents used to go it on 7
and on about why I should study 8
harder. They were so boring! The 9
only people that understood about 10
me were my friends. We used to 11
hang out with at the shopping 12
centre every weekend.

4 Rewrite the sentences, using the word given. Do not change the word given. Use between two and five words, including the word given.

- 1 Spending so much on a meal is not something we are accustomed to.
used
We are not used to spending so much on a meal.
- 2 Smoking was a habit of mine in the past.
to
I
- 3 We have found a solution to your problem.
sorted
We out.
- 4 Our teacher never used to tolerate bad behaviour in class.
up
Our teacher never bad behaviour in class.
- 5 I met Sally by chance in the cinema.
into
I in the cinema.
- 6 I think we can give you a place to stay for the night.
put
I think we can for the night.

Acknowledgements

The publishers are grateful to the following contributors:

Pat Chappell and Vanessa Manhire: editorial work

Gill Adams: contributions to the 'Memos from Mario'

Pentacor plc: text design and layouts

The publishers are grateful to the following illustrators:

Mark Reihill (Lemonade)

Anna Lazareva (Lemonade)

Mark Watkinson (Illustration)